

Research on Young Children and Families: Launching the Next Decade for Policy and Practice

Head Start's 10th National Research Conference



Marriott Wardman Park Hotel
Washington, DC

June 21–23, 2010

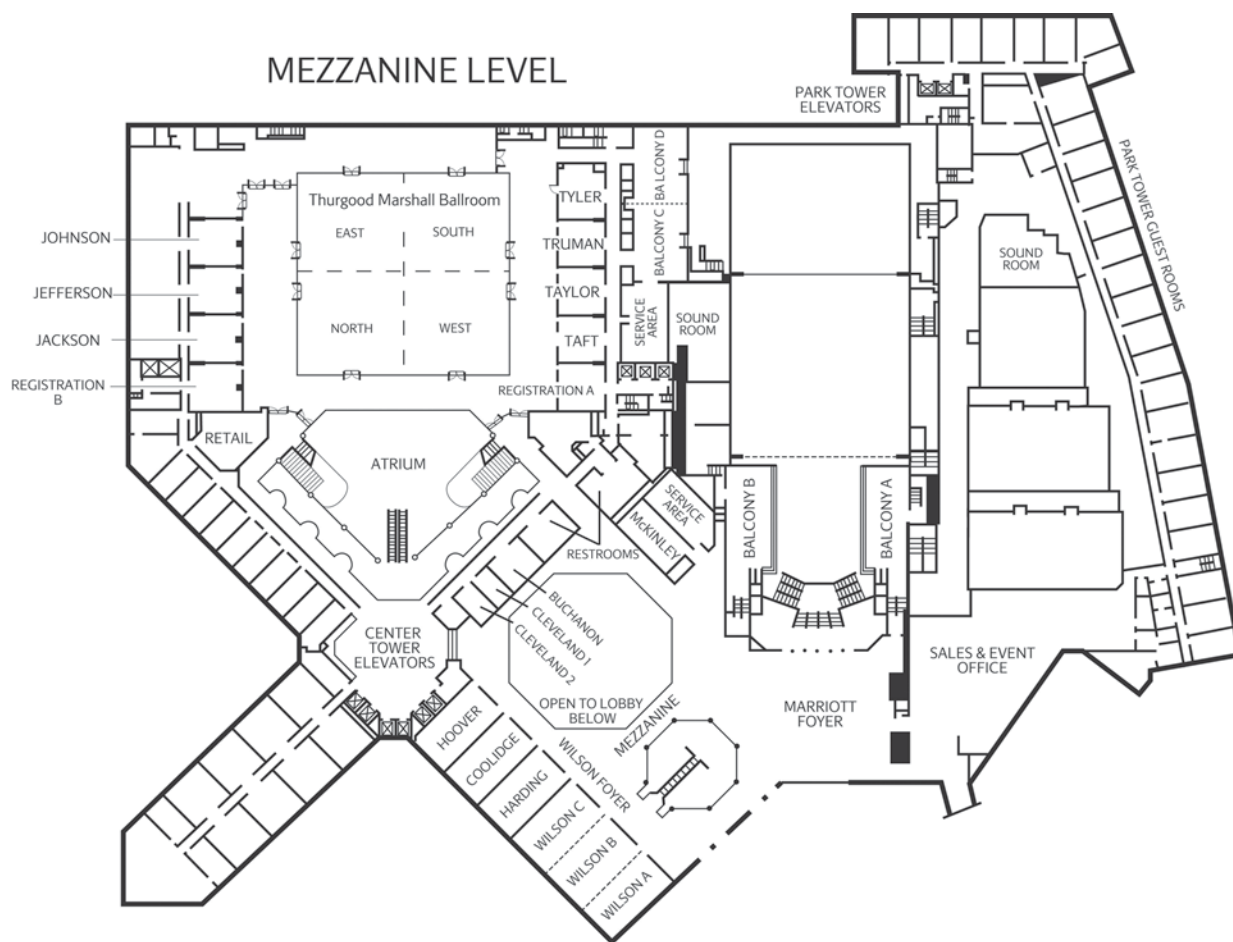
Presented by:

Office of Head Start
Office of Planning, Research and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services

Planning by:

ICF International
Columbia University, Mailman School of Public Health
Society for Research in Child Development
ESI

2010 PROGRAM



Restaurants are located on the lobby level.

The Pool is located outdoors, at street level near the Wardman Tower.

The Health Club is located on the Lobby Level by the main entrance to the hotel.

Registration/Information Desk

The Conference Registration/Information Desk is located in the foyer of the Thurgood Marshall Ballroom.

Registration/Information Desk Hours

Sunday, June 20, 5:00 p.m. – 7:00 p.m.

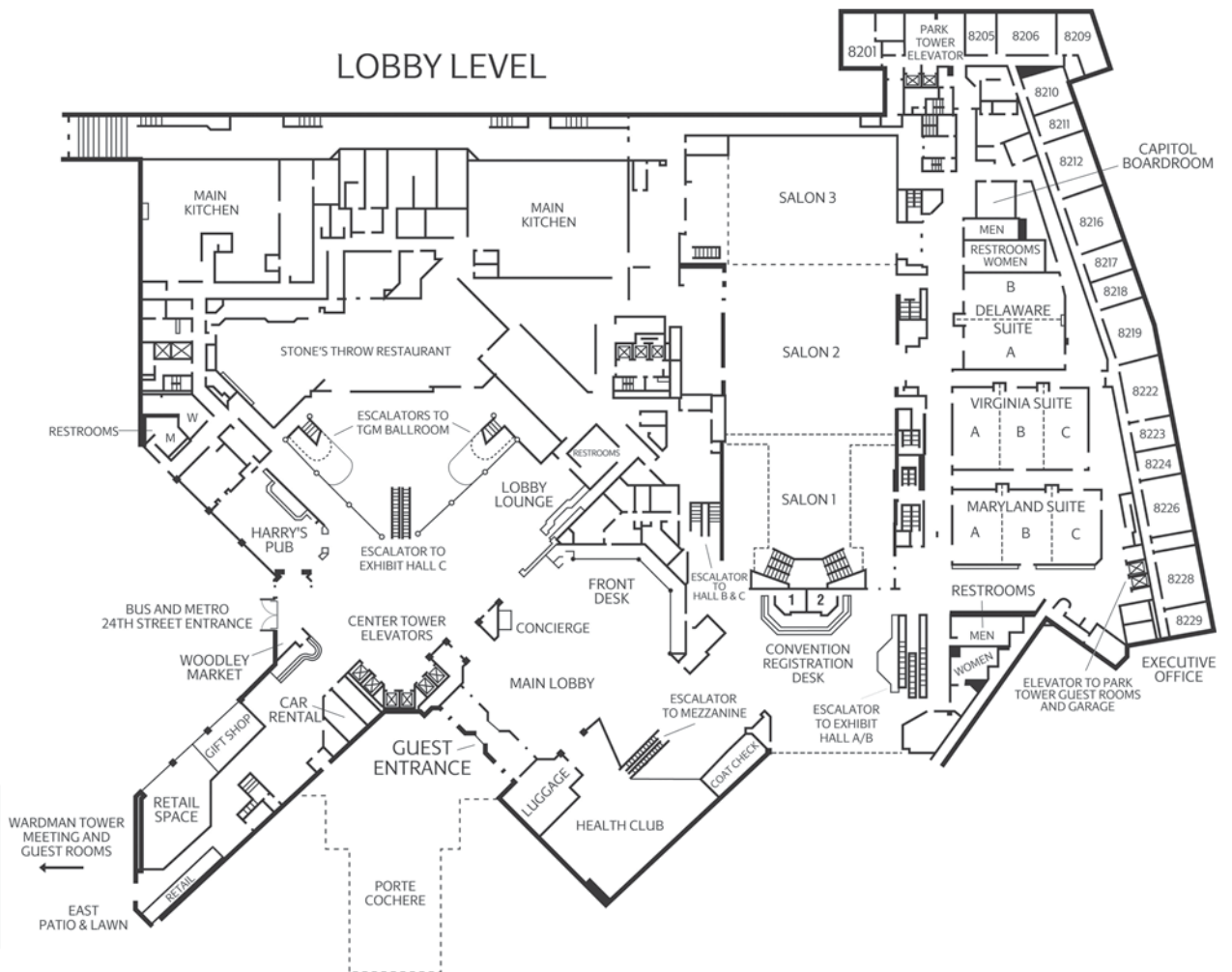
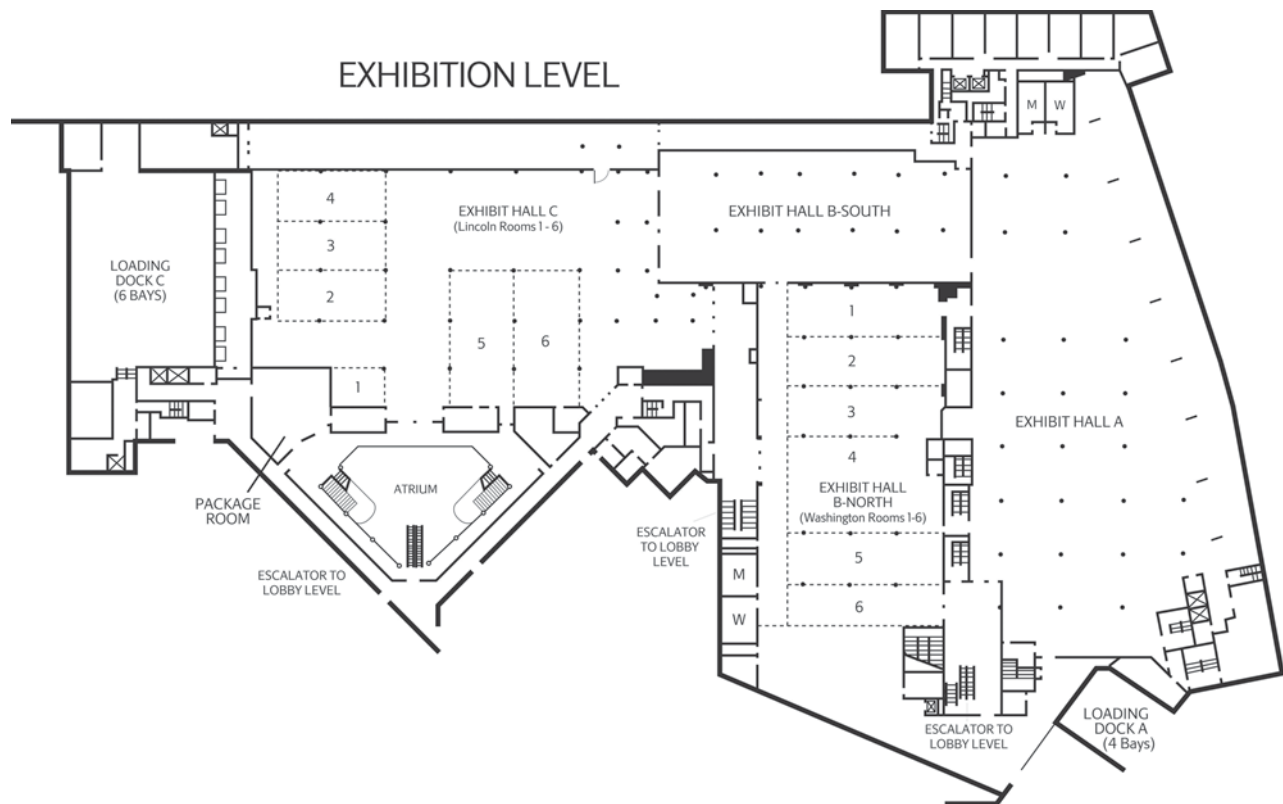
Monday, June 21, 7:00 a.m. – 5:30 p.m.

Tuesday, June 22, 7:30 a.m. – 5:30 p.m.

Wednesday, June 23, 7:30 a.m. – 5:00 p.m.

Cooperating Organizations

For information about our cooperating organizations, visit the resource area located in the Atrium of Exhibit Hall C.



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Professor of Psychology, University of Michigan*

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Cooperating Organizations

We wish to thank the Cooperating Organizations for their efforts in supporting the Conference through contributing names of peer reviewers, advertising the Call for Presentations and the Conference on their websites and for participating in the Conference by providing information and materials.

American Educational Research Association

American Occupational Therapy Association

American Orthopsychiatric Association

American Psychological Association

American Public Health Association

American School Health Association

American Sociological Association

American Speech-Language-Hearing Association

Association for Childhood Education International

Association of Maternal and Child Health Programs

Association for Psychological Science

Cognitive Development Society

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National Medical Association

National WIC Association

Save the Children

Society for Developmental and Behavioral Pediatrics

Society for Nutrition Education

United Nations Children's Fund

World Association for Infant Mental Health

Zero to Three: National Center for Infants, Toddlers and Families



Cooperating organization logos provided as of print date.

Peer Reviewers

We wish to thank our Peer Reviewers for their diligent work in reviewing posters and symposia submitted through the Call for Presentations. The reviewers provided objective, conscientious, and high quality reviews that were critical to the selection of an outstanding program of presentations.

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MONDAY, JUNE 21**Morning**

7:00 a.m.	Check-In Begins
8:30 a.m. – 10:00 a.m.	Opening Session

Why the Environment Matters More for Children in Poverty

John W. Hagen <i>University of Michigan</i>	Joan Lombardi <i>Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development, Administration for Children and Families</i>
Lonnie R. Sherrod <i>Executive Director, Society for Research in Child Development</i>	Keynote Speaker Kathleen McCartney <i>Harvard University</i>
Yvette Sanchez Fuentes <i>Director, Office of Head Start, Administration for Children and Families</i>	

10:15 a.m. – 12:00 p.m.	Breakout Sessions
12:15 p.m. – 1:15 p.m. (conference attendees on their own)	Lunch

Afternoon

1:30 p.m. – 3:15 p.m.	Breakout Sessions
3:30 p.m. – 5:30 p.m.	Poster Session

TUESDAY, JUNE 22**Morning**

7:00 a.m. – 8:15 a.m.	Student-Mentor Roundtable
7:30 a.m.	Check-In Begins
8:30 a.m. – 10:00 a.m.	Plenary Session I

Head Start Impact Study Report, Administration for Children and Families

Jennifer Brooks <i>Office of Planning, Research and Evaluation Administration for Children and Families, HHS</i>	Hirokazu Yoshikawa <i>Harvard University</i>
Ronna Cook <i>Ronna Cook, Associates</i>	Harriet Meyer <i>Ounce of Prevention Fund</i>
	John W. Fantuzzo <i>University of Pennsylvania</i>

10:15 a.m. – 12:00 p.m.	Breakout Sessions
12:00 p.m. – 1:00 p.m. (conference attendees on their own)	Lunch

OVERVIEW

TUESDAY, JUNE 22

Afternoon

1:00 p.m. – 2:30 p.m.

Plenary Session II

Playful Learning: Enhancing Self-Regulation, and Academic and Social Competence

Ruth Hubbell McKey
ICF International

Kathryn Hirsh-Pasek
Temple University

Laura E. Berk
Illinois State University

Elena Bodrova
Mid-continent Research for Education and Learning (McREL)

2:45 p.m. – 4:30 p.m.

Breakout Sessions

4:45 p.m. – 6:45 p.m.

Poster Session

WEDNESDAY, JUNE 23

Morning

7:30 a.m.

Check-In Begins

8:30 a.m. – 10:00 a.m.

Plenary Session III

From Research to Practice: International Perspectives on Early Childhood

Joan Lombardi
Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development, Administration for Children and Families

Alan Pence
University of Victoria

Faith Lamb-Parker
Columbia University, Mailman School of Public Health

Linda Richter
Human Sciences Research Council, South Africa

Pia Rebello Britto
Yale Child Study Center

Thomas J. Miller
Washington Office of Independent Diplomat

Bonnie Miller
George Mason University

10:15 a.m. – 12:00 p.m.

Breakout Sessions

12:15 p.m. – 1:15 p.m.

(conference attendees on their own)

Lunch

Afternoon

1:30 p.m. – 3:15 p.m.

Breakout Sessions

3:30 p.m. – 5:00 p.m.

Closing Session

The Role of Evidence in Early Childhood Policy and Practice

Joan Lombardi
Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development, Administration for Children and Families

David R. Harris
Deputy Assistant Secretary for Human Services Policy, in the Office of the Assistant Secretary for Planning and Evaluation, Department of Health and Human Services

John Easton
Director of the Institute of Education Sciences, Department of Education

Naomi Goldstein
Director of the Office of Planning, Research and Evaluation

MONDAY, JUNE 21

Morning

7:00 a.m.	Check-In Begins
8:30 a.m. – 10:00 a.m.	Opening Session

Why the Environment Matters More for Children in Poverty

Greetings and Introductions

John W. Hagen
University of Michigan

Lonnie R. Sherrod
Executive Director, Society for Research in Child Development

Opening Remarks

Yvette Sanchez Fuentes
Director, Office of Head Start, Administration for Children and Families

Joan Lombardi
*Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development,
Administration for Children and Families*

Keynote Speaker

Kathleen McCartney
Harvard University

10:15 a.m. – 12:00 p.m.	Breakout Sessions
12:15 p.m. – 1:15 p.m. (conference attendees on their own)	Lunch

Afternoon

1:30 p.m. – 3:15 p.m.	Breakout Sessions
3:30 p.m. – 5:30 p.m.	Poster Session

OPENING SESSION

8:30 a.m. – 10:00 a.m. | Thurgood Marshall Ballroom

Why the Environment Matters More for Children in Poverty

Greetings and Introductions

John W. Hagen

University of Michigan

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Opening Remarks

Yvette Sanchez Fuentes

Director, Office of Head Start, Administration for Children and Families

Joan Lombardi

*Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development,
Administration for Children and Families*

Keynote Speaker

Kathleen McCartney

Harvard University

Four lines of research suggest that environmental interventions are more effective for children from families with fewer economic resources than for children from other families. Research will be reviewed from (a) twin studies, (b) experimental interventions, (c) child care research, and (d) income change studies. Taken together, these studies suggest that public funds should be targeted to children from low-income families to set the stage for school success. The author will argue that education is the civil rights issue of our time, and that Head Start offers access to the American dream.

MONDAY



John W. Hagen (Ph.D., Psychology, Stanford University) is Professor of Psychology and Chair for Student Academic Affairs at the University of Michigan. His current work is on cognitive development and achievement, and his focus on individual differences emerged early in his career. He has applied the learning strategies model to children, youth, and young adults, including those with mental retardation, chronic illness, and learning problems. Later work branched into areas including children in foster care as well as positive development and successful coping in college students. He views his major contribution as clarifying and refining circumstances and interventions that could lead to facilitating development across domains. He has contributed to developmental science in various leadership roles. As a faculty member at the University of Michigan since 1965, he served as Director of the Center for Human Growth and Development, Director of the University's Reading and Learning Skills Center, and chaired the developmental program in the Department of Psychology. As Executive Officer of the Society for Research in Child Development (SRCD) a major advance in SRCD during Hagen's tenure was the increasing emphasis on diversity; the inclusion of scholars as well as children and youth studied, representing a range of race, ethnicity, and nationality.



Lonnie R. Sherrod (Ph.D., Psychology, Yale University) is currently Executive Director of the Society for Research in Child Development (SRCD) and Professor of Psychology in Fordham University's Applied Developmental Psychology Program (ADP). His area of research is youth political development, and he has co-edited special issues of the *Journal of Research on Social Issues* (1998) and *Applied Developmental Science* (2002) on the topic. Since 2000 he has been involved in research examining civic beliefs in diverse young people as they make the transition to adulthood. The goal of his research is to study how attitudes influence the relationship between knowledge and behavior. He directed the multidisciplinary Consortium on Youth Political Development, funded by the William T. Grant Foundation that is currently preparing the *Handbook of Research and Policy on Youth Civic Engagement*.



Yvette Sanchez Fuentes brings extensive experience in providing services to young children from low income families at the local, regional, and national levels to her appointment as the Director of the Office of Head Start. In her role, as Director, Ms. Sanchez Fuentes will help lead the Administration for Children and Families critically important mission of enriching the quality of early childhood development for our nation's most vulnerable children. Prior to her appointment, Ms. Sanchez Fuentes served as the Executive Director of the National Migrant and Seasonal Head Start Association (NMSHSA), where she worked on early education services, policies, and resources for migrant and seasonal farm worker children and their families.

Before joining NMSHSA, Ms. Sanchez Fuentes worked for the Education Development Center, where she was the Early Childhood Specialist for the International Systems Division and provided technical assistance to projects in Honduras, El Salvador, and Egypt. She served as a National Head Start Fellow, where she provided consultation in literacy, parent education, child care collaborations, and program improvement to Migrant and Seasonal Head Start and other early childhood education programs nationwide. Early in her career, Ms. Sanchez Fuentes managed services for a large migrant and seasonal program for staff development and family child care initiatives.

OPENING SESSION 8:30 a.m. – 10:00 a.m.

MONDAY



Joan Lombardi, Ph.D., is the Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development in the U.S. Department of Health and Human Services, Administration for Children and Families (ACF). In this role she provides overall policy coordination for the Head Start and Early Head Start programs and the Child Care and Development Fund, and serves as the liaison with the U.S. Department of Education and other federal agencies.

Dr. Lombardi has spent almost four decades dedicated to the needs of young children and their families. She has served as an advisor to a number of foundations, national and international organizations, helping to create innovative policies to improve the conditions for children and families. She serves as founding chair of the Birth to Five Policy, a group of national organizations dedicated to shifting the odds for at risk children ages 0–5. She served as the Deputy Assistant Secretary for Policy and External Affairs in the Administration for Children and Families, U.S. Department of Health and Human Services during the Clinton

Administration and as the first Director of the Child Care Bureau. She is the author of numerous publications, including: *Time to Care: Redesigning Child Care to Promote Education, Support Families and Build Communities* (2003). In 2004 she launched the Global Leaders for Young Children program in partnership with The World Forum Foundation, which has provided leadership support to early education leaders around the world.



Kathleen McCartney (Ph.D., Developmental Psychology, Yale University) is the Dean of the Harvard Graduate School of Education and the Gerald S. Lesser Professor in Early Childhood Development. Her research program concerns early experience and development, particularly with respect to child care, early childhood education, and poverty. She is a member of the National Institute of Child Health and Human Development's (NICHD) Early Child Care Research Network, which published the results of its longitudinal study in numerous articles as well as in the book *Child Care and Child Development*. She also co-edited *The Blackwell Handbook of Early Childhood Development*.

Dr. McCartney serves as a trustee at Tufts University. She is also a fellow of the American Education Research Association, American Psychological Association, and American Psychological Society. In 2009 she received the Distinguished Contribution Award from the Society for Research in Child Development.

10:15 a.m. – 12:00 p.m.

101*Hoover*

Engaging Families to Support Children's Language and Emergent Literacy Skills

*Chair/Discussant***Mariela Páez***Presenters***Monique Sénéchal, Lisa Boyce, Theresa Roberts**

Intervention research examining how parents can support their children's language and early literacy development will be addressed. A review of research in this area will be presented, with special attention to shared reading. In addition, two intervention models designed to address the needs of diverse families will be presented. First, research connecting families and preschool classrooms through primary language and English storybook reading will be described. Second, an intervention program that uses family storytelling and bookmaking with Head Start families will be presented. Practice implications and future directions for research will be discussed.

102*Coolidge*

Understanding Children's Behaviors in a Classroom Context: A Focus on Activity Settings

*Chair***Leslie Booren***Discussant***Robert H. Bradley***Presenters***Leslie Booren, Nina Chien**

Children's behaviors across classroom activity settings will be explored. Research examining the associations between children's behaviors (e.g., interactions with peers) and aspects of the preschool classroom (e.g., free play activities) with future developmental status (e.g., gains in language scores) will be presented. Using diverse samples, the differences in children's behaviors and how much time spent in activity settings will be explored. Implications for teachers, researchers, and policy makers will be discussed.

Observing Differences in Preschoolers' Interactions With Teachers, Peers, and Tasks Across Classroom Activity Settings

Leslie Booren, Virginia Vitiello, Jason Downer

Children's Classroom Engagement and Gains in Academic and Social-Emotional Outcomes Across Pre-Kindergarten

Nina Chien, Carollee Howes

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Harding

MASTER LECTURE

Effective Instruction: It Depends on Children's Language and Literacy Skills

Chair

John W. Hagen

Discussant

James O'Brien

Presenter

Carol Connor

Research is revealing that "one size does not fit all" when it comes to effective instruction. Strategies that are highly effective in improving literacy skills for one child are ineffective for another with different constellations of early literacy and language skills will be shared. In the research to be discussed, teachers in kindergarten through grade 3 were randomly assigned as controls or to learn how to use assessments to guide instruction and provide differentiated instruction to their students (ISI). ISI students made greater gains than did control students and effects were cumulative from grades 1 through 3.

James O'Brien is a Program Specialist in the Office of Head Start, Administration for Children and Families (ACF), U.S. Department of Health and Human Services. Dr. O'Brien has lead responsibility in the Office of Head Start for policies on serving young children with disabilities and is Federal Project Officer for several grants and cooperative agreements on the subject. Before joining the Head Start Bureau in 1989, he worked as a psychologist in public school and clinical settings in Indiana and Kentucky. He completed his doctorate in School Psychology at the University of Kentucky, where he served as a psychologist for the University Affiliated Program, serving persons with developmental disabilities.



Carol Connor is an Associate Professor of Developmental Psychology at Florida State University's College of Education, and is a research faculty member of the Florida Center for Reading Research (FCRR). She teaches classes in the science of reading, child language and literacy development, and on policy issues surrounding literacy at the undergraduate and graduate level. As a member of FCRR, her research focuses on examining the links between children's language and literacy development. Her recent research has focused on children's learning in the classroom from preschool through third grade. Her research indicates that the effectiveness of specific instructional activities depends on the language and reading skills children bring with them to school. These interactions are evident as early as preschool and continue through third grade for a number of child language and literacy outcomes.

Dr. Connor is currently the principal investigator of a study funded by the U.S. Department of Education, Institute for Education Sciences, and NICHD. The study examines the potential causal effects of individualizing language arts instruction in kindergarten through third grade based on students' language and early reading skills. The project provides teachers supportive and intensive professional development throughout the school year, coupled with web-based software that automatically translates student assessment results into specific weekly recommendations for amounts and types of literacy instruction for each student.

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Wilson A

Increasing the Effectiveness Training of Early Childhood Professionals

Chair

Margaret Burchinal

Discussant

Amanda Bryans

Presenters

Marilou Hyson, Bridget Hamre, Martha Zaslow

New approaches to knowledge- and practice-focused components of professional development are aimed at bridging the gaps between college course work, group training, and actual practice. Current approaches with promising outcomes will be considered. Ways that programs in higher education can bring about reform in teacher preparation will be discussed. Early results from the National Center for Research in Early Childhood Education will be presented. An innovative 14-week course targeted to improve teachers' beliefs and knowledge is the setting from which the findings emerge. Emphasis will be on a reconceptualization of what is needed to bring together the essential components in professional training, including strong linkages and feedback loops to ensure that professional training is making a difference.

Higher Education as a Delivery System: Contexts, Capacity, and Challenges

Marilou Hyson

Enhancing Early Childhood Teacher Knowledge About Effective Teacher-Child Interactions: Findings From the National Center for Research in Early Childhood Education (NCRECE)

Bridget Hamre

Knowledge-Focused and Practice-Focused Components of Early Childhood Professional Development: Are We in the Midst of a Re-Conceptualization?

Martha Zaslow

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Wilson B

Unpacking the Impact of Support Programs for Home-Based Child Care Providers

Chair

Juliet Bromer

Discussant

Toni Porter

Presenters

Lisa McCabe, Juliet Bromer, Amy Susman-Stillman

Despite the prevalence of home-based child care, few studies have examined effective strategies for improving such care. Research on effective aspects of interventions for home-based providers and/or support staff working in home-based settings will be presented. Provider characteristics associated with program impacts will be examined, as well as participant perspectives on program effectiveness. Policy and program issues related to quality-improvement interventions in home-based child care will be addressed.

Home Visiting With Family Child Care Providers: When Is It Likely to Improve Quality of Care?

Lisa McCabe

Effective Family Child Care Networks: Characteristics of Services and Staff Training

Juliet Bromer

Sharing the Wisdom: Experiences of Grandmothers Participating in Family, Friend, and Neighbor Education and Support Programs

Amy Susman-Stillman

106*Wilson C***Early Childhood Mental Health Consultation: National Trends in Provision, Effects, and Challenges for Broad-Scale Implementation***Chair*

Walter Gilliam

Discussant

Deborah Perry

Presenters

Frances Duran, Walter Gilliam, Stephanie Shepard Umaschi

Early Childhood Mental Health Consultation (ECMHC) is a promising model for reducing challenging behaviors and preventing preschool expulsion. Recent results of a national best practices survey of ECMHC will be presented along with characteristics that define best practices in this area. Results of three random-controlled trials of ECMHC in statewide implementation will also be shared. Finally, results of a study of challenges to fidelity during broad implementation will be discussed.

The Role of Readiness in Achieving Effective Early Childhood Mental Health Consultation

Frances Duran, Roxane Kaufmann, Deborah Perry

Effects of a Statewide Early Childhood Mental Health Consultation System in Three Random-Controlled Evaluations

Walter Gilliam

Disseminating Evidence-Based Practice in Head Start: Building University-Community Partnerships to Promote Effective, Sustainable Practice Under “Real World” Conditions

Stephanie Shepard Umaschi, Rebecca Silver, Susan Dickstein, Kimberly Baxter, Susan Mooney

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Balcony C and D

The Children of Head Start Go to Kindergarten: Findings From FACES 2006

Chair

Maria Woolverton

Discussant

Deborah Phillips

Presenters

Jerry West, Lizabeth Malone, Nikki L. Aikens

Findings from the 2006 cohort of the Head Start Family and Child Experiences Survey (FACES 2006) will be reported. Discussion will focus on Head Start children's school experiences when they enter kindergarten, the relationships between kindergarten achievement and school readiness skills at the end of Head Start, and children's development in cognitive and social-emotional domains from entry into Head Start through the spring of kindergarten. FACES data and data from the National Center for Education Statistics' Common Core of Data will be used to report on the characteristics of the schools and kindergarten programs attended by Head Start children, time spent on different learning activities, and parents' involvement in their children's schools. The relationships between children's performance on school readiness measures and behaviors at the end of Head Start to their performance in the spring of kindergarten will be examined. Children's growth in cognitive and social-emotional domains of school readiness from entry into Head Start through spring of kindergarten will also be described.

The Kindergarten Experiences of Head Start Children

Lara Kristin Hulse, Jerry West, Lizabeth Malone

Relationships Among Kindergarten Achievement and School Readiness Skills at the End of Head Start

Lizabeth Malone, Emily Moiduddin

Growth Trajectories of Head Start Children From Program Entry Through Spring of Kindergarten

Nikki L. Aikens, Louisa Banks Tarullo

108*Lincoln 2***POSTER SYMPOSIUM****Developing New Measures to Assess the School Readiness of Young Children:
The Interagency Consortium for School Readiness Outcome Measures***Chair*

James A. Griffin

Discussant

W. Steven Barnett

Presenters

Clancy Blair, Stephanie M. Carlson, Susanne A. Denham, Hebert P. Ginsburg, Carol Scheffner Hammer, Robert C. Pianta

In 2005, NICHD, ACF, and the Office of Special Education and Rehabilitation Services (OSERS) of the U.S. Department of Education funded six grant projects to develop and test cognitive and socioemotional outcome measures that assess critical school readiness developmental domains, especially for children who are at risk for later school difficulties. These measures include assessments of children's school readiness across multiple domains of cognitive and socioemotional functioning, including executive functioning, mathematical abilities, bilingual phonological development, and teacher ratings of socioemotional functioning in the classroom. Preliminary findings from the measurement development of the six ICSROM projects will be presented. Results to date suggest that these projects are developing promising measures of both the cognitive and socioemotional development of preschool-age children otherwise at risk for social and achievement difficulties.

The Measurement of Executive Function in Young Children

Clancy Blair, Michael Willoughby

Measurement of Executive Function in Preschoolers: Development and Individual Differences

Stephanie M. Carlson

Relations Among Preschoolers' Social-Emotional Competence and Kindergarten Academic Ratings: Validation of an Assessment Battery

Hideko Hamada Bassett, Susanne A. Denham, Kelly D. Graling, Chavaughn A. Brown, Jessica K. Steed, Amanda J. Mahoney, Erin L. Tarpey

Early Mathematics Assessment System (EMAS)

Hebert P. Ginsburg, Young-Sun Lee, Sandra Pappas, Genevieve Hartman, Deborah Rosenfeld

Assessing Bilingual Children's Phonological Development

Carol Scheffner Hammer, Barbara Rodriguez, Lisa M. Lopez, Brian A. Goldstein, Shelley Scarpino

Using Observations of Children's Classroom Interactions to Predict School Readiness: Validity of the Individualized Classroom Assessment Scoring System (inCLASS)

Jason Downer, Amanda Williford, Leslie Booren, Robert C. Pianta

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Lincoln 3 and 4

POSTER SYMPOSIUM

An Overview of Common Childhood Illnesses

Chair/Discussant

John M. Pascoe

Presenters

Homa Amini, Maureen Black, Craig Burkhardt, Blaise Congeni, Shalini Forbis, Thomas Johnson, Sarat Thikkurissy

Experts from across the United States will be brought together for a practical discussion on the identification and management of common childhood illnesses such as asthma, eczema, food allergies, ear infections, rashes, childhood overweight, and oral health. Ample time will be set aside for participants' questions and answers following the poster session.

Oral Health Morbidity in Ohio's Head Start Children: PATHways to Partnerships

Sarat Thikkurissy, Homa Amini

Pediatric Dermatology

Craig Burkhardt

Acute Otitis Media Impact Difficulty in Diagnosis and Issues Regarding Treatment

Blaise Congeni

Practical Aspects of Managing Asthma in the Young Child

Shalini Forbis

Practical Points About Food Allergy

Thomas Johnson

1:30 p.m. – 3:15 p.m.

110*Hoover*

What Facilitates Growth in Intelligence?

Chair/Discussant

John W. Hagen

Presenters

Carol Dweck, Clancy Blair

Intelligence has traditionally been viewed as a fixed trait, but current research supports the view that intelligence is an attribute that can be developed. How children's beliefs concerning fixed versus malleable intelligence play a major role in academic motivation and outcomes will be presented. While intelligence has continuity throughout childhood, cognitive skills and ability change rapidly throughout this period. The work of these presenters has played a major role in validating the view that student achievement is determined by both motivation and self-regulation, which work synergistically with each other. The relevance to Head Start curricula will be included.

Growing Children's Intelligence

Carol Dweck

Intelligence: What Develops?

Clancy Blair

111*Coolidge*

Effective Practices Across Developmental Spans and Domains: Evidence From the Educare Implementation Study

Chair

Donna Bryant

Discussant

Helen H. Raikes

Presenters

Mary Maguire Klute, Yi-Juin Liu, Noreen Yazejian

Educare Implementation Study data will be analyzed to examine (a) children's progress and the effect of entry age in language and cognitive domains, (b) relationships among risks and outcomes, and (c) progress in social-emotional development and relations among

MONDAY AFTERNOON SESSIONS 1:30 p.m. – 3:15 p.m.

developmental domains. Collectively, the studies demonstrate levels of child progress across age spans and domains that can be expected in high-quality, community-based programs in low-income areas.

MONDAY

Is Starting Earlier Better? Evidence From the Educare Implementation Study

Mary Maguire Klute, Donna Bryant

The Impact of Risk Factors on Child Outcomes: Can a Quality Early Childhood Program Help?

Yi-Juin Liu, Karen Taylor, Noreen Yazejian, Matt McBee

Children's Social-Emotional Development Across the Birth to 5 Age Span

Noreen Yazejian, Debra Pacchiano, Patricia Garcia, Matt McBee

112

Harding

ROUNDTABLE

The National Academy of Sciences and the National Research Council: Highlights of Early Childhood Reports

Chair

Rosemary Chalk

Presenters

Margaret Burchinal, William Beardslee, Sherryl H. Goodman

Over the past two years, the National Research Council (NRC) has published several major reports involving early childhood research. Members of three NRC committees will present highlights from their studies that examined (a) design and use of early childhood assessments, (b) prevention of mental and emotional disorders among young people, and (c) causes and consequences of depression among parents and its effect on their children's healthy development. The research review and consensus-building procedures that inform NRC studies will be described. Focus will be on the ways these reports can inform policy and practices among early childhood centers.

113*Wilson A***Promoting Healthy Development in the Context of Economic Hardship***Chair*

Brenda Jones Harden

Discussant

Amanda Bryans

Presenters

Maureen Black, Lindsay Chase-Lansdale

Focus will be on the extant data pointing to the persistent and pernicious impact of child poverty nationally and internationally. Recent evidence on environmental stressors will be reviewed, covering remediable “hardships” with direct physiological impacts on children, including food insecurity (lack of money for nutritious food), housing insecurity (unstable or overcrowded housing), and energy insecurity (unable to afford consistent home heating or cooling). An overview of the research on early childhood education, one of the most effective ways of combating the consequences of poverty will be presented. Policy directions and practice strategies for enhancing the healthy development of children who experience economic hardship will be presented.

**Pathways to the Future Through Optimal Growth, Health, and Development:
Environmental Strategies to Reduce the Consequences of Poverty**

Maureen Black

New Directions in Early Childhood Education: Implications for Breaking the Cycle of Poverty

Lindsay Chase-Lansdale

114*Wilson B***Indicators and Developmental Outcomes in a Global Context***Chair*

Joan Lombardi

Discussant

Nurper Ulkuer

Presenters

Oliver Petrovic, Pia Rebello Britto, Hirokazu Yoshikawa, Kimberly Boller

Globally the importance of early childhood development is being increasingly recognized. UNICEF and its partners have defined a core set of globally accepted measurements and indicators for young child development that can be adapted across countries for monitoring, planning, and assessment. New indicators are designed specifically to assess early childhood development, supportive learning environments at home, access to organized forms of early childhood education and basic social services, as well as supportive

policy environments. This new knowledge will help put child development high on the political agenda and set the basis for the prevention and intervention programs aimed at improving the well-being of young children in developing countries. Additionally, there is growing attention towards improving child outcomes through quality programming. A conceptual framework and set of guidelines for the measurement and assessment of early childhood program quality in global contexts will be presented. The framework has been generated through dialogue and consultation with a consortium of key stakeholders, including representatives from international development agencies, regional networks, national-level practitioners, researchers, and academics. The framework components address the diverse early childhood contexts and settings linked with dimensions and characteristics of quality that can be applied for improved practice, evaluation, staff training, and policy.

Closing the Knowledge Gap on Early Childhood in Developing Countries: Monitoring, Evaluation and Research Framework

Oliver Petrovic

Quality: The Next Challenge in Early Childhood Care and Education in Global Contexts

Pia Rebello Britto, Hirokazu Yoshikawa, Kimberly Boller

115

Wilson C

Report of the NRC Committee on Early Childhood Mathematics: Evidence of Effective Policies and Practices for Math Education

Chair

Douglas Clements

Discussant

Julie Sarama

Presenters

Sue Bredekamp, Douglas Clements, Herbert P. Ginsburg

The National Research Council (NRC) recently completed a study of early childhood mathematics, synthesizing and analyzing the past 20 years of research from a number of disciplinary fields. Authors of the report will draw implications for policy and practice that will help all children, especially vulnerable children, get a strong start in learning mathematics during their first years of schooling.

The NRC Committee on Early Childhood Mathematics

Sue Bredekamp

The Math and Learning Trajectories in the NRC Report

Douglas Clements

Assessment, Pedagogy, and Policy

Herbert P. Ginsburg, Sue Bredekamp

116*Balcony C and D***Playful Learning in Context: Research, Policy, and Practice***Chair*

T'Pring R. Westbrook

Discussant

James A. Griffin

Presenters

Kathryn Hirsh-Pasek, Angeline Lillard, Marilou Hyson, Ellen Frede

In December of 2009, the Office of Planning, Research and Evaluation (OPRE) within the Administration for Children and Families (ACF) sponsored a meeting entitled, "Playful Learning: The Role of Play in Early Childhood Education Settings." The meeting brought together academic researchers as well as representatives from the Eunice Kennedy Shriver National Institute on Child Health and Human Development (NICHD), the Office of the Assistant Secretary for Planning and Evaluation (ASPE) within the Department of Health and Human Services, and the Office of Special Education Programs (OSEP) in the Department of Education, to discuss the role of play in early childhood education settings. Most early childhood programs, such as child care, Head Start, and state PreK programs, promote using play as an important component of their programs, but frequently the emphasis on play is not evidence-based. Research is needed to support which playful learning strategies work best for which children in different learning environments and for different learning goals. Existing research evidence will be reviewed that addresses the following questions: (a) What is the role of play in early learning? (b) Does play enhance school readiness? (c) Does the role of play differ for children with disabilities? And (d) How is play reflected in states' early learning standards?

117*Lincoln 2***POSTER SYMPOSIUM****Evaluar, Entender, Enseñar: Variations of the English Language Learners'****Head Start University Partnerships 2007–2010***Chair*

Wendy DeCoursey

Discussant

Sharon Yandian

Presenters

Julia L. Mendez, Addie E. Lafferty, Lisa M. Lopez, Carol Scheffner Hammer, Jennifer Jacoby, Vera F. Gutierrez-Ciellen, Francisco Palermo, Christine McWayne, Gigliana Melzi

MONDAY AFTERNOON SESSIONS 1:30 p.m. – 3:15 p.m.

MONDAY

In 2007, seven projects were funded to address interventions, assessments, and expansion of the knowledge base regarding culture and school readiness of dual language learners (DLLs). All the projects incorporate intervention, assessment, and knowledge-seeking aspects to some extent. Several of the projects are developing and evaluating culturally and linguistically tailored interventions, including broad classroom curricula, targeted curricula and professional development, parent trainings, and parent-child literacy interaction support. Assessment projects are developing and validating measures of targeted vocabulary growth, parent reports of general English and Spanish vocabulary, and parents' perceptions of engagement. Finally, two projects will contribute to understanding of DLLs and their development over time, with careful consideration given to the classroom context. Posters in this symposium will focus on the individual projects. The discussant, from the Office of Head Start, will explore the important themes in common across these varied efforts.

Implementation and Evaluation of a Parent Involvement Program for Immigrant Families With Children Attending Head Start

Julia L. Mendez, Diana Westerberg, Lorlita Spann

Promoting Early Literacy and Language in Children Who Are Dual Language Learners: Effects of the TELL+ Spanish Curriculum

Addie E. Lafferty, M. Jeanne Wilcox

Measuring School Readiness in Latino ELL Children Attending Head Start

Lisa M. Lopez, Liza Arango, John Ferron

Madres Educando a Niños: A Culturally- Informed Intervention

Carol Scheffner Hammer

Developing an Extension of the Spanish CDI (IDHC) for Children Ages 30–48 Months

Jeannette Mancilla-Martinez, Shaher Banu Vagh, Nonie Lesaux, Jennifer Jacoby

Effects of a Vocabulary and Oral Language Intervention With Latino English Language Learners

Vera F. Gutierrez-Clellen, Gabriela Simon Cerejido

Bilingualism and School Readiness: The Importance of Classroom Social Experiences

Francisco Palermo, Ariana M. Mikulski, Richard A. Fabes, Laura D. Hanish, Carol M. Martin

Family Involvement and School Readiness:

Developing a Parent-Derived Measure With Latino Head Start Families

Christine McWayne, Gigliana Melzi

118*Lincoln 3 and 4***POSTER SYMPOSIUM****Supporting Struggling Learners in Preschool: Emerging Approaches and Opportunities***Chair*

Myae Han

Discussant

Rebecca A. Marcon

Presenters

Myae Han, Carol Vukelich, Martha Buell, Barbara DeBaryshe, Barbara Wasik, Annemarie Hindman, Ann Marie Jusczyk, Molly Collins, Sarah Dennis, Sheila Smith

Five preschool interventions will be presented that combine research-based curricula with special learning supports and strategies in efforts to ensure the school readiness of at-risk preschoolers, including extra small group instructional time, differentiated instruction, and progress monitoring. The approaches that will be examined were used in Early Reading First Projects, which aimed to establish state-of-the-field practices for promoting children's literacy and language development in preschool classrooms. In addition to describing the unique components of each project, applications to practice, possible refinements in interventions that could enhance their feasibility, potential benefits for children at high risk of educational difficulties, and directions for future research will be discussed.

**Tutoring: A Value-Added Way to Support Head Start Preschoolers'
Language and Early Reading Development**

Myae Han, Carol Vukelich, Martha Buell

Differentiated Instruction to Support High-Risk Preschool Learners

Barbara DeBaryshe

Promoting Head Start Children's Vocabulary Development Through Progress Monitoring

Barbara Wasik, Annemarie Hindman, Ann Marie Jusczyk

Targeting Oral Language Development in High-Risk Preschoolers

Molly Collins, Sarah Dennis

Providing Extra Supports for Language and Literacy Development to Struggling Learners in Preschool

Sheila Smith, Sherry Davidson

3:30 p.m. – 5:30 p.m. | Exhibit Hall C

Meet and Greet With Edward Zigler

Stop by the Exhibit Hall during the poster session to meet and greet Edward Zigler. He will be autographing his latest books, *The Hidden History of Head Start* and *The Tragedy of Child Care in America*.

English Language Learners

M1

Narrative Practices in Dual Language Head Start Classrooms

Gigliana Melzi, Silvia Niño, Adina Schick

Narrative competence during the preschool years predicts children's future literacy skills. However, most of the current work on narrative development has investigated parent-child interactions in the home, with few studies focusing on narrative scaffolding in preschool settings. Using participant observation, the narrative discursive practices of teachers and children in two Head Start classrooms serving dual language Latino children are explored. The knowledge gained has the potential to inform researchers and practitioners alike.

M2

New Americans: Child Care Choices for English Language Learners

Julie Atkins, Helen Ward, Erin Oldham

Findings from an exploratory, mixed method study examining the factors influencing the child care choices of immigrant and refugee families of English Language Learners (ELLs) are presented. The study population includes Mexican immigrant families in Denver, CO, and Cambodian, Somalian, and Sudanese families in Portland, ME. Methods include parent focus groups,

service provider interviews, surveys of child care providers and elementary teachers, and a review of best practices and models nationally.

M3

Peers' Language Use in English-Spanish Bilingual Head Start Classrooms: Does It Predict English Reading Ability for Spanish-Speaking Children in Kindergarten?

Francisco Palermo, Laura Hanish, Carol Martin, Richard Fabes

How peers' English use in Head Start contributed to Spanish-speaking children's (N = 97) English reading skills in kindergarten was examined. Results revealed that socializing with classroom peers in English during Head Start fostered Spanish-speaking children's English reading skills in kindergarten. This effect operated indirectly via children's own tendency to speak English, even after controlling for both peers' and children's tendency to speak Spanish.

M4

Talk and Play/Jugando Hablando: Evaluating an Early Head Start Enhancement Program for Latino Children and Families

Joy Kennedy, Margaret Caspe, Marlene Aranda-Gillman, Erica Quezada, Andrew Seltzer

A relationship-based approach to addressing the unique developmental challenges confronting dual language learning Latino children in an Early Head Start program is highlighted. Implications are discussed in terms of the benefits of an enhancement program for these children and their families, and the importance of integrating research-based evaluation of the program's effectiveness with program implementation.

M5**English Phonetic Inventories in Head Start Spanish-English Bilingual Children****Simona Montanari, Kaveri Subrahmanyam, Marlene Zepeda, Araceli Castellanos, Yvonne Ribas**

The English phonetic inventories of 10 Spanish-English dual language learners (DLL)s (3.5 to 4.5 years) were examined. Analyses of single-word samples indicate that the subjects' English inventories did not differ substantially from the inventories of same-age monolinguals or from Spanish-English bilingual children from similar backgrounds. Early-developing sounds were acquired before middle-developing sounds, and middle-developing sounds were reliably more present in inventories than late-developing sounds, similar to monolinguals. There was evidence of transfer from the first to the second language, indicating that children might use the phonological system of their first language to build the phonology of their second language.

M6**Language Beliefs and Practices of Spanish- and English-Monolingual and Spanish-English Bilingual Parents of Early Head Start and Head Start Children****Jeannette Mancilla-Martinez, Shaher Banu Vagh, Jennifer Jacoby, Barbara Pan**

Spanish- and English- monolingual and Spanish-English bilingual parents of 2- to 4-year-olds ($n = 155$) were interviewed concerning their beliefs about young children's learning in general, language learning specifically, and dual language learning, and parent-child language practices. Cluster analysis identified key dimensions of variability in beliefs and practices. Differences were found between monolingual and bilingual parents on several dimensions. Implications for program support of parental involvement in child language development are discussed.

M7**Impact of Professional Development Training in Indirect Language Stimulation Techniques on English Language Development in Head Start Preschool Children****Jannah Nerren, Carolyn Abel, Hope Wilson, Dorothy Gottshall**

This pretest-posttest randomized study researched the effect of Head Start preschool teacher training in indirect language stimulation techniques on English language development in English as a Second Language preschool students as determined by the PPVT-4 and EVT-2. A 2-day training workshop was provided to a random five of all Head Start teachers of 4-year-olds in a rural county in Texas. Comparison tests including t tests and ANOVA techniques were applied to compare results.

M8**A Comparison of Literacy Development for Native Spanish— and Native English—Speaking Children Involved in an Early Language and Literacy Intervention Program****Dawn Davis, Lisa Knoche, Helen H. Raikes, Allison Osborn, Eunju Jung**

Receptive vocabulary and alphabet knowledge for Spanish-speaking English Language Learners (ELLs) and native English speakers were examined. English speakers scored significantly higher at pretest, and both groups made significant increases. At posttest, English speakers scored significantly higher only for vocabulary, and the gap had narrowed. Scores on alphabet knowledge were not significantly different, demonstrating that ELLs were able to make higher gains on alphabet knowledge and to catch up to their English-speaking peers.

M9

Chinese Immigrant Families and Bilingualism Among Young Children

Alice Honig, Yili Xu

Thirty-five 4- to 8-year-olds from Chinese immigrant families in two U.S. cities completed the English PPVT-R and Mandarin PPVT tests. No differences appeared for gender or age of school enrollment. Children's PPVT scores were higher for mothers with higher English PPVT. After 2 years in U.S. schools, children's English PPVT scores (controlling for maternal PPVT) were equal to those of monolingual U.S. children. Chinese PPVT scores decreased after age 6, whether mothers read stories in English or Chinese.

M10

Head Start Teachers' Verbal Behaviors in Classrooms Consisting of Primarily English Language Learners and Native Speakers of English

Hope Gerde, Karen Diamond, Marci Hanson

Head Start's English Language Learners (ELLs) are at particular risk for reading difficulties as they enter kindergarten. Teachers' language in classrooms that included children who are native speakers of English ($n = 30$) or ELLs ($n = 11$) was examined. ANOVA results revealed that teachers in classrooms serving primarily ELLs used simpler language than teachers serving primarily native speakers of English, who used more expanded language in book-reading and free-play contexts.

M11

Dual Language Preschool Collaborative: Program Model and Evaluation Report

Cynthia Elliott, Susan Spring, Kellie Rolstad, Mindy Dorough, Wendy Jacocks

A dual language collaborative program model is described, including the impact on young children, their families, and the

larger educational community. The paper adds to the literature on dual-language programs for 4-year-old children implemented through collaboration with a public school district, Head Start grantee, or regional or state university. A positive impact on the language and learning outcomes for the children in English and Spanish was documented using the Developing Skills Checklist and there was a perceived positive impact by the parents and grandparents. Results for the initial implementation year (2008–2009) and year 2 (2009–2010) implementation are presented.

M12

Bilingual Assessment of Spanish-English Bilingual Students Enrolled in Head Start: Language, Literacy, and School Readiness

Ann-Marie Faria, Christine Hughes

Spanish-English bilingual children enrolled in Head Start were given bilingual and monolingual assessments on expressive vocabulary, receptive vocabulary, and school readiness, and these scores were examined. Bilingual students scored higher on vocabulary assessments than their monolingual peers when assessed simultaneously in both languages. On school readiness assessments, bilingual students performed better in English on almost all subscales, including numbers, letters, shapes, and the overall raw score. Implications for bilingual assessment are discussed.

M13

The Influence of Family Structures and the Role of Siblings on Early Language Development of Latino Preschool Children

Eduardo Ortiz, Mark Innocenti, E. Helen Berry

The home environment of Latino children accounts for much variance in school readiness skills, but few studies address the role of family structure on outcomes. The Family and Child Experiences Survey extant data set (2000) of children and families enrolled in

Head Start nationwide was used to address questions related to the impact of family structures, particularly siblings, on children's language and literacy outcomes. Findings suggest differential impacts depending on home language.

M14

Dual Language Learning and Developmentally Appropriate Practices

Mary DeBey

For decades, second language learning for young children in the United States focused on teaching English to non-English-speaking children. More recently, the emphasis has shifted to maintenance of the home language as children learn English. The third and present wave is to afford all children, including English-speaking children, the opportunity to learn a second language. The benefits of various dual language program models are presented, along with their relationship to developmentally appropriate practices.

M15

A Targeted Early Literacy Intervention for Prekindergarten Children Identified as "At Risk" for Reading Failure: Outcomes for English Language Learners

Donna Ellis, Karla Repper, Cindy Zettler

Studies show that early signs of reading difficulty can be reliably assessed in prekindergarten children, and targeted interventions can increase the prereading skills of at-risk children in this age group. This study was conducted to determine whether an early reading intervention for at-risk prekindergarten English Language Learners (ELLs) is effective. Results suggest that the intervention is effective and outcomes for ELL children are similar to those for English-speaking children.

M16

Developing Culturally Sensitive Language Assessments With EHS and HS Professionals and Parents to Inform a Dual Language Policy Adapted to Your Populations: Insights From a Project on Yiddish, Spanish, and Haitian Creole Dual Language Learners

Isabelle Barriere, Yakov Blum, Chanie Buchman, Devorah Barnett, Rona Miles, Francois Schifra, Amanda Gutierrez

The Veled V'Yalda (VYV) Head Start program serves 2,000 children, 70% of whom speak a home language that is not English. VYV conducted a project in which Yiddish, Spanish, and Haitian Creole DLLs, dual language learners participated, and that involved development of culturally appropriate assessments in collaboration with Early Head Start and Head Start professionals. The quantitative and qualitative results, and the collaborative framework it fostered across different VYV departments and academic institutions, contributed to development of VYV's dual language policy.

M17

The Complexities of Bilingualism in Early Childhood: Challenges for Parents and the Early Childhood Community

M. Victoria Rodriguez

The views of three Latino families on educating their young children bilingually are explored, including how the families support bilingualism in everyday life at home and how each family member explains his/her contribution to raising their children bilingually. Suggestions are offered on ways to promote bilingualism in early childhood centers, and on how to support parents' efforts.

M18

Head Start Children's Math Development: The Role of Classroom Environment in Facilitating English Language Learners' Math Skills

Susan Sonnenschein, Joy Thompson, Shari Metzger, Manica Ramos, Linda Baker

Far too many young children do not get sufficient exposure to math at home or in school. The math development of Head Start children, including English Language Learners (ELLs), was investigated. Instruction was based on the Core Knowledge curriculum. Children showed significant growth in math. However, ELLs earned lower scores than other children. Instructional quality predicted ELLs' growth, but not that of the other children.

M19

Closing the Academic Language Gap for English Language Learners Transitioning From Pre-Kindergarten to Kindergarten

Yiching D. Huang, Alison Bailey, Margaret Heritage

The goal of this project was to help young ELLs with the transition from pre-K to kindergarten science instruction. During the first year of the project, extensive observations in six classrooms revealed differences in participant structures and class groupings, academic language environments, and the topics of science activities. Observed mismatches led to creation of new curricular materials. Findings indicate that implementation of these materials coincided with changes in the academic language and science learning experienced by pre-K and kindergarten children. This project demonstrates how teacher-researcher collaborations can drive professional development, leading to improved teaching resources and practices.

M20

The Language Environment and Language Skills of Spanish-English Bilingual Preschool-Age Children With Autism

Nurit Sheinberg

There is a lack of knowledge on what effect being exposed to more than one language might have on development of communication skills in children with Autism Spectrum Disorders (ASDs). A better understanding of the language development of this group is needed to be able to make appropriate clinical and educational recommendations. The results of a study exploring the language environment and language functioning of bilingual preschool-age children with autism are presented.

M21

Fostering the Socioemotional Adjustment of Hispanic English Language Learners: The Effects of Universal Prekindergarten and Head Start in Oklahoma

Amy Lowenstein, Deborah Phillips, William Gormley

Using data from an evaluation of the Universal Prekindergarten (UPK) programs in Oklahoma and a collaborating Head Start program, propensity score matching was used to capture the effects of UPK and Head Start on low-income, Hispanic English Language Learners' (ELLs') socioemotional adjustment at kindergarten entry, and to explore whether program effects varied by children's ELL status and race/ethnicity. Possible explanations for variations in subgroup effects are discussed.

Physical Health, Oral Health, and Nutrition

M22

Obesity Risk in Head Start Children: The Role of Early School and Home Environments

Abigail Jewkes, Anthoula Poulakos

Childhood obesity is a national epidemic that affects children from low-income and minority families disproportionately. Data from the Head Start FACES was analyzed regarding young children's environments and their risk of overweight. Structural equation modeling results indicated significant influences of the home environment on children's activity, and children's activity on their physical development. Implications of this study include specific recommendations and strategies to assist prevention and intervention efforts targeting low-income preschool children and their families.

M23

Resource Accessibility and Caregiver Feeding Practices, Concerns, and Perceptions Among Head Start Families: Predictors of Children's BMI?

Allison Ash, Patricia H. Manz, Lora Lesak

Resource accessibility and caregiver feeding practices, concerns, and perceptions regarding children's weight were examined in a predominantly Latino Head Start population as predictors of children's BMI. Results from the regression analyses as well as confirmatory and exploratory factors analyses of measures used in this study are provided. The results are viewed in light of ongoing efforts of Head Start to address childhood obesity.

M24

Family and Neighborhood Influences on the Nutrition of Low-Income, African American Children

Robin Jarrett, Ezella McPherson, Ozge Sensoy, Ngozi Emuchay

Obesity affects African American children in urban settings. Mothers shape the food environment in which nutritional habits are developed. Inner-city neighborhoods further impact children's nutrition through the types and availability of foods. Family and neighborhood influences were explored through interviews with African American mothers of Head Start preschoolers. Kinship networks, child food management strategies, food traditions, neighborhood ecology, and family resources and practices were found to influence children's diets. A culturally and contextually-relevant approach to enhance children's nutrition is suggested.

M25

Program Model for Encouraging Healthy Activity and Nutrition in Child Care Environments

Jane Lanigan, Doug Lehrman, Christina Reyes

A 3-year pilot study involving 45 classrooms across six different early child care settings (Head Start, community-based child care, family home child care, nonprofit, for-profit, and lab schools) examined the nutrition and physical activity practices, environment, policies, and attitudes of early learning professionals. The intervention model designed to foster healthy eating and activity in the early learning context is presented and the 2-year evaluation, including promising practices and barriers, is shared.

M26

Starting Healthy: Health-Related Beliefs and Behaviors in Preschool Children and Their Families

Helen Johnson, Danielle Guttman

Preliminary work is presented on an integrative model for improving young children's literacy and health outcomes by highlighting the natural connections between literacy and health.

The data indicate that preschool children and their families actively discuss health issues, and suggest that it may be helpful to more systematically address the development of children's beliefs and understanding about the connections between what they eat, how they learn, and how their bodies grow.

M27

Evaluation of Diet of Preschool-Age Children of Migrant and Seasonal Farm Workers in Southwest Michigan

Arezoo Rojhani, Caren Rojas, Magdalena Niewiadomska-Buga

There is little information about the nutritional status of children of migrant and seasonal farm workers (MSFW). The dietary patterns and quality of diet of preschool children of MSFWs enrolled at migrant Head Start programs in southwestern Michigan were examined. Study participants were MSFW mothers. Mothers were interviewed to gather information about their demographic characteristics, socioeconomic status, and the dietary intake of their children. Results indicate most children did not meet the My Pyramid Food Guidance recommendations.

M28

Growth and Body Fatness of Preschool Children of Migrant and Seasonal Farm Workers in Southwest Michigan

Arezoo Rojhani, Carol Weideman

Growth and body fatness of preschool children of MSFW enrolled in migrant Head Start programs in Michigan were evaluated. Results indicate stunted growth among boys from this population. Although based on weight and BMI percentile distributions, there were higher proportions of heavy children in our sample compared to the reference population. The low proportion of children in high-fat categories for indices of body fatness ruled out problems with over-fatness.

M29

Public-Private Collaboration to Improve Oral Health Status of Children Enrolled in Head Start in an Urban City

Elizabeth Best, Jill Fernandez, Neal Herman, Linda Rosenberg, Marcia Daronch, Amr Moursi

A public-private partnership was created to improve the oral health of children enrolled in Head Start in a large urban setting. The program consists of periodic visits to different Head Start centers by a dental team that provides diagnostic and preventive services to children and oral health education to children, parents, and staff. Referrals are then made for treatment and follow-up.

M30

The Development of an Oral Health Education Program: The "Tooth" Project

Jooyun Yoo, Soon-Hyung Yi, Bo-Hyung Jin, Jin-Hee Jung

Grade-schoolers in low-income families were studied to develop effective and successful oral health education programs, combined with public oral health services. The subjects in the study were 42 students in Seoul, Korea, and the program consisted of five sessions. Children were encouraged to actively participate in planning and development, and in the assessment of their own work. After the program, significant differences were found in the amount of plaque and in questionnaire scores about oral care knowledge.

M31

Oral Health in Head Start Children — A Survey of Head Start Teachers in Michigan

Michelle Kurkowski

Head Start teachers who interact with socioeconomically disadvantaged children as young as 2 are in an excellent position to educate their young students and their parents about good oral health promotion and the importance of regular dental visits. Based on the results of this survey, it is suggested that

assessments should be made of Head Start teachers' oral health-related awareness, skills, and knowledge, along with the effect of these on their professional behavior, specifically their educational efforts concerning oral health promotion in their classrooms.

M32

The Collaboration for Health, Activity, and Nutrition in Children's Environments (CHANCE): Results of an Integrated Nutrition, Active Play, and Parenting Education Program to Help Low-Income Parents Prevent Childhood Overweight

Katherine Dickin, Tisa Hill, Megan Lent, Jamie Dollahite

CHANCE includes an eight-workshop educational series on key healthy eating, active play, and parenting practices that help parents prevent unhealthy weight gain in 3- to 11-year-old children. This new curriculum was delivered to parent groups through agencies serving low-income families, and 30% of 732 enrollees were reached through Head Start. Partner agencies also collaborated to create healthier environments. Parents and staff responded positively to CHANCE, and program graduates reported significant improvements in behaviors and home environments.

M33

Improving Child Health Utilizing a Child Care Consultation Model

Lee Sanders, Ruby Natale, Susan Uhlhorn

The efficacy of a capacity-building approach to help child care centers improve their health and safety environments, the Jump Start for Child Health program, was assessed. Thirty child care centers were randomly assigned to the intervention program or a wait-list control. Significant changes were seen in the information and resources available for parents (healthy eating, special health care needs, others), provisions for relaxation and comfort (cozy corner), and safety practices.

M34

Beverage Intake Among Low-Income Latino and African American Preschool-Aged Children

Carolina Espinosa, Estrella Torres, Luisa Rodriguez, Carolina Duque, John Worobey

Beverage consumption in 3- and 4-year-old, low-income Latino and African American children was evaluated. Mothers completed a 48-hour diet recall for their children at these ages. While 100 % juice consumption declines from ages 3 to 4, juice drink consumption increases, suggesting excess sugar consumption may be a factor in early excess weight gain.

M35

Nutrition and Physical Activity Practices for Preschoolers: Teachers' Perceptions

Linda Derscheid, Josephine Umoren, So-Yeon Kim, Beverly Henry, Laurice Zittel, Dougals McCoy

A survey of 360 child care teachers/staff concerning preschoolers' nutrition and physical activity habits found a significant difference by education level on five items and by years of field experience on three items. Perceptions significantly differed between Head Start and other programs' staff on two items. Following the survey, 32 Head Start professionals participated in focus groups, yielding 16 main ideas among three broad themes involving teachers' roles, perceptions, and strategies concerning nutrition and physical activity practices.

M36

Snapshot of Physical Activity and Outdoor Play: National Needs Assessment of Head Start Centers

Karin Spencer

The National Needs Assessment of Head Start Centers was implemented with centers across the country to develop an understanding of program and training needs related to physical

activity and outdoor play. Quantitative and qualitative data are displayed, and recommendations are made for practice, professional development, and policy.

Parent Education and Support

M37

The Infant-Toddler Family Map: An Integrated Assessment of the Parenting Environment

Leanne Whiteside-Mansell, Robert H. Bradley, Patti Bokony, Nicola Conners-Burrow, Danya Johnson, Jana Gifford, Lois Kimbrell

The Infant-Toddler (IT) Family Map is a new tool being developed to assess important aspects of the family and home environment as part of the required Early Head Start home visits. The IT Family Map is based on a similar tool used with Head Start children, the Early Childhood Family Map. With accurate assessment, targets for productive Early Head Start intervention are identified. The instrument is presented along with pilot data.

M38

Parent Perceptions of School Experiences of Young Children With Type 1 Diabetes

Maureen Monaghan, Vanessa Alvarez, Claire Nugent, Marisa Hilliard, Celia Henderson, Fran Cogen, Randi Streisand

The incidence of type 1 diabetes in children under age 6 is on the rise. Parents of children in this age group are often solely responsible for their young children's diabetes management. Baseline data suggest these parents worry about a range of issues when their children first enter or return to school after diagnosis, including impact on parents' work schedules, changes in children's schooling, and confidence in program staff's ability to adequately care for their children.

M39

The Roles of Ethnicity, Language Acculturation, and Parent-Teacher Relationship Quality in Predicting Head Start Mothers' School Involvement

Angela Taylor, Sandra Machida, Allison Ewing

The influences of maternal education, ethnicity, language acculturation, and parent-teacher relationship quality on school involvement in European American and Mexican-origin Head Start mothers were examined. Results revealed that Spanish-speaking mothers had better parent-teacher relationships and were more involved than European American and English-speaking, Mexican-origin mothers. Important, parent-teacher relationship quality predicted higher parent-school involvement, regardless of maternal education, ethnicity, or language acculturation. Findings highlight the importance of supportive parent-teacher relationships for building strong family-school collaborations.

M40

Parent Participation in Children's Early Literacy: How Does an Ecologically- Focused Intervention Support the Involvement of Diverse Families in Early Learning?

Lisa Knoche, Sandra Plata-Potter, Allison Osborn

Parent involvement and family rates of participation in children's language/literacy development for Head Start families involved in an early literacy intervention were investigated. Whether ratings of involvement and participation vary for English- and Spanish-speaking families, and the association between participation in literacy events and ratings of family involvement, were determined. Findings provide information about critical levels of involvement, as well as the unique needs and perspectives of both Spanish- and English-speaking parents.

M41**Family Involvement and School Readiness for a Nationally Representative Head Start Sample****Rebecca J. Bulotsky-Shearer, Ximena Dominguez, Elizabeth Bell, Johayra Bouza, Tracy Carter, Stefano Rainelli, Veronica Fernandez**

A multidimensional, developmental-ecological approach was employed to examine the contribution of home- and school-based dimensions of family involvement to school readiness competencies for a nationally representative sample of Head Start children from the Head Start FACES 1997 cohort. Multiple regression analyses revealed consistent relations between home- and school-based involvement to literacy, numeracy, and social skills. Findings underscore the important contribution of both dimensions to children's school readiness outcomes.

M42**The Voices of Fathers Over the Clamor of the Initiative****Nancy Barbour, Janice Kroeger**

Early investments parents make toward children's schooling from the lens of various stakeholders (fathers, mothers, early childhood personnel, and Head Start agency members) are explored. How an urban Head Start agency interpreted a federally funded Fatherhood Initiative to support fathers in families living in poverty is examined. A need to reevaluate implicit policy assumptions behind the initiative, and a need for discourse challenging notions of deficits surrounding fathers within high poverty families are suggested.

M43**Partners for Literacy: Parenting Outcomes From a National Randomized Study of Family Literacy****Joseph Sparling, Barbara Wasik**

A national experimental study of family literacy programs examined the parenting education component of the Partners

for Literacy curriculum. Parents participated in ongoing parent groups. The parenting component for the experimental condition was significantly different from the untreated parenting component, showing a significant treatment effect for more training time spent on parent-child literacy interactions. Furthermore, videotaped parent-child interactions following intervention showed significant and positive differences for parent interactive reading skills and parent responsiveness to children.

M44**Working in Partnership in Evaluation: Critical Factors for Successful Collaboration Between Clinicians and Researchers****Donna Berthelsen, Jan Nicholson, Kate Williams, Vicky Abad**

The evaluation of a parenting intervention for at-risk families who had children age 0–3 years is reviewed. The evaluation required high levels of collaboration between clinicians and evaluators who were external to the program, as mandated by the funding agency. Factors related to a successful clinical-evaluation partnership were identified as shared power, shared control, legitimate independence, shared accountability, and mutual respect. This collaboration was a valuable journey for clinicians and evaluators.

M45**Feasibility of Preschool Teachers as Parent Educators for High-Risk Families****Patti Bokony, Lorraine McKelvey**

The field of education has been challenged to provide teacher training on working with parents. Teaching Important Parenting Skills: TIPS for Great Kids! is being developed to help preschool teachers increase high-risk parents' access to scientifically-based parenting information and family resources. Early evidence indicates that teachers can enhance their capacity to develop relationships with parents and share parenting information and resources, and that parents are willing to participate in the program.

M46

Evaluation of the Impact of the Lifestart Parent Training Program on Child and Parent Outcomes in Ireland Using a Mixed Method Randomized Control Trial and Qualitative Approach

Helga Sneddon, Sarah Miller

Lifestart is a parent-directed, child-centered program for families with children age 0–5 years. Preliminary findings are presented on the impact of the Lifestart program in Ireland on parental outcomes (parenting stress, parent-child dysfunctional interaction, social support, and parenting self-efficacy). General Linear Model techniques examine differences between families who receive Lifestart and those who do not. Impact is discussed in the context of similar programs and the process of undertaking evaluations.

M47

Enhancing Parenting Skills of Low-Income Fathers Through Fatherhood Group Meetings

Tomoko Wakabayashi, Karen Guskin, Jan Watson

This multisite project was initiated to provide crucial child development information to low-income fathers with the goal of enhancing their parenting skills, increasing their confidence as fathers, and helping them become more involved in their children's lives. Data from 60 fathers with young children suggest that fatherhood group meetings successfully increased fathers' participation in home visits, helped them become better and more involved parents, and cultivated stronger, healthier relationships with their children and families.

M48

A Comparison of Two Models of Parenting Support for Families With Children With Autism

Nurit Sheinberg, Kristen Cunningham

Results are presented from a study comparing two models of parenting intervention, one didactic and one interactive, for parents with children diagnosed with autism spectrum disorders ages 18 to 36 months. To compare the effectiveness of the two interventions, parental engagement, parental self-efficacy, parents' perceived life satisfaction, parenting stress, children's socioemotional development, and children's social interactive behaviors were measured at the beginning and at completion of the interventions.

M49

Evidence of Validity of the Early Childhood Family Map: A Tool to Assess Risk and Strength in Head Start

Leanne Whiteside-Mansell, Danya Johnson, Nicola Conners-Burrow, Lorraine McKelvey, Patti Bokony, Robert H. Bradley

The validity of a new tool developed to assess important aspects of the family and home environment that put children 3–5 years of age at risk for less than optimal development is examined.

M50

Educational Investments in Parents: The Promise of Early Childhood Education Centers

Teresa Sommer, Lindsay Chase-Lansdale, Jeanne Brooks-Gunn, Margo Gardner, Diana Rauner, Karen Freel

Without postsecondary credentials, young adults in the United States are likely to experience limited financial and career advancement (Isaacs, Sawhill and Haskins, 2008). Moreover, young parents with low educational achievement are constrained in their abilities to promote the educational opportunities of their children. Findings are presented from a qualitative study that examines the potential for a two-generation intervention to

promote the educational advancement of low-income mothers and their children by considering (a) how mothers vary in their potential for postsecondary success, (b) how participation in early childhood centers alters their views of educational opportunities, and (c) how parenthood can be a powerful educational motivator.

M51

Using Cellular Phones to Enhance Parenting Interventions for Families at Risk for Neglect

Kathryn Bigelow

A study evaluating the effectiveness of a cellular phone-enhanced parenting intervention for families at risk for neglect will be presented. In addition to a parenting intervention focusing on improving interactions and preventing challenging child behavior, parents are provided with a cellular phone to increase contact with a family coach through text messaging and phone calls. Data on parent engagement and retention, use of intervention strategies, parent-child interaction, and social validity will be presented.

Professional Development and Training

M52

Credentialing Requirements for Head Start Teaching Staff: A Study of Head Start Teachers' Experiences

Carla Goble, Diane Horm

This follow-up research of a study conducted in 2003 and reported at HSRC 2004 examines the impact of Head Start education mandates on teachers and their families. The original study was revised and expanded to include both Tribal and non-Tribal Head Start teaching staff. A summary of data focusing on the experiences of Head Start employees striving to achieve the current Statutory Degree and Credentialing Requirements for Head Start Teaching Staff ACF-IM-HS-08-12 is provided.

M53

The Effects of Universal Preschool Programs on Quality Preschool Teacher Retention in One County

Holly Lopez Stevens

The purpose of this study was to see whether implementation of a quality improvement program has a positive effect on retention of quality preschool teachers, as compared to other subsidized preschool programs. Preliminary findings of non-wage-related variables in a cross-comparison of preschool programs are presented. The variables examined span the categories of program structure, program process, professional development, and teacher support.

M54

The Impact of a Developmental, Relational Professional Development Program for Regulators Consulting to Child Care Providers

Joshua Sparrow, Elisa Vele-Tabaddor, Catherine Ayoub

The impacts of a developmental, relational approach in a professional development program designed to promote collaborative relationships and developmental knowledge among regulators consulting to early care providers were examined. Measures at baseline and follow-up indicated that the program improves regulators' relationships with ECE providers and their knowledge of child development during periods of risk for disruption in familial and developmental functioning. The results have implications for training regulation staff in ECE settings.

M55

Reflecting, Coaching, and Mentoring: Impact on Teacher-Child Interactions in Preschool Classrooms

Mary Donegan-Ritter, Betty Zan

Results of a research study with 40 teachers in 20 preschool classrooms are shared. The intervention includes four workshops and eight monthly cycles of video-based self-reflection, peer

coaching, and mentoring. Supervisors serve as mentors, use the Classroom Assessment Scoring System (CLASS), and meet monthly with project staff to develop mentoring skills. Growth modeling of teacher changes in the areas of concept development, quality of feedback, and language modeling are shared.

M56

Influences of Professional Development on Changes in Head Start Teachers' Beliefs About Early Childhood Education

Melinda Raab, Carol Trivette

Effects of professional development on teacher beliefs about early childhood practices are examined in a study of Head Start teachers participating in four months of on-site training, compared to control group teachers not receiving training. Training emphasizes interest-based learning opportunities and responsive teaching. An adaptation of the Teacher Beliefs Scale is used to assess teacher beliefs three times. Repeated measures ANOVA's are used to examine training influences. Implications for practice are discussed.

M57

Coaching With CLASS

Sue Vartuli, Jovanna Rohs, Carol Bolz, Catherine Wilson

Professional development and support for early childhood classroom teachers is needed to improve classroom quality and child outcomes. How CLASS as a professional development tool makes a difference in teacher instructional interactions in the classroom was explored. After the coaches project, significant shifts in teacher instructional behaviors were found on the concept development and quality of feedback dimensions, and the instructional support domain of CLASS.

M58

Professional Development to Support Prekindergarten Teachers in High-Need Communities: Follow-Up Study on Classroom Quality One Year Later

Rebecca A. Marcon, Beverly Esposito, Phyllis Kalifeh, Saralyn Grass

Professional development of the early childhood workforce is essential, especially where that workforce is not highly trained. Findings from this follow-up study are promising. Following a relatively brief period of professional development, prekindergarten teachers who lacked college degrees and were tasked with preparing children in high-need communities for kindergarten success were able to create, and one year later to sustain, a better classroom literacy environment than teachers who had not received the intervention.

M59

Who Benefits and How: Quantifying Teacher Change from Coaching

Susan Yorde

Data on the effectiveness of the coaching component of a three year Early Reading First project are explored. Teachers in 12 classrooms participated in weekly coaching sessions as part of a professional development package during years 1 and 2. All teachers showed significant growth in year 1 and even more growth in year 2. Three coaching changes implemented in year 2 appear to benefit all teachers, especially those with the lowest scores and least education.

M60**A National Effort to Train Head Start Staff on Effective Teacher-Child Interactions Using the Classroom Assessment Scoring System (CLASS)****Bridget Hamre, Sonya Myers**

To build capacity for the use of CLASS as a part of its monitoring processes, the Office of Head Start funded 114 CLASS trainings last year. Results suggest the feasibility of these efforts—1,968 participants were trained in 2008–2009. Reliability rates obtained (72%) were similar to those obtained in research. Participants were generally positive about the CLASS, though somewhat anxious about it being used as a part of monitoring.

M61**Defining Emergent Literacy Teaching Characteristics and Their Relations to Children's Language and Literacy Outcomes****Tonia N. Cristofaro, Katherine Renee Behring, Rachael Labrecque, Nina Piros, E. Imani Mitchell**

Given the well-documented importance of emergent literacy for children's overall school readiness and achievements, this longitudinal study investigated specific characteristics of preschool teachers' reading and writing lessons and how these features support children's emergent literacy, as determined in standardized child assessments. While preliminary analyses have suggested individual variation in both children's outcomes and teaching characteristics, future analyses aim to specify particular aspects of teaching characteristics that positively support children's emergent literacy.

M62**Documenting Teachers' Professional Development Growth in the Implementation of an Early Mathematics Preschool Curriculum****Tonia N. Cristofaro, Leslie Manlapig, Nina Piros, E. Imani Mitchell**

Research indicates the importance of children's mathematical development to their academic readiness. Studies examining teachers' growth in implementing math lessons within the context of a professional development structure are limited. This 2-year study provides a quantitative and qualitative assessment of teachers' implementation of Big Math for Little Kids, one component of an innovative curricular approach. Light is shed on specific ways programs can support teachers' growth, which affects preschoolers' outcomes.

M63**The Early Childhood Teacher Experience Scale: A Multivariate Assessment of Teacher Efficacy, Stress, and Environmental Support****Faith Sproul, John W. Fantuzzo, Staci Perlman, Ashley Minney**

Independent dimensions of teacher experiences to form the Early Childhood Teacher Experiences Scale (ECTES) were developed. Factor analyses documented three teacher experiences constructs: (a) teacher efficacy, (b) teacher stress, and (c) supportive environment. Findings showed differences in teaching practices based on dimensions. Teachers experiencing higher stress spent less time teaching literacy and numeracy, and less time with parents. Teachers experiencing higher levels of efficacy spent increased time teaching cognitive and social-emotional skills, and spent more time with parents.

M64

Prekindergarten Teachers' Professional Development: Investigating the Impact of a Research-Based Early Childhood Professional Development Academy on the Knowledge, Skills, and Confidence of Prekindergarten Teachers in the Areas of Literacy and Socialization

Preeti Jain, Judith Maima, Sharon Spillman

The impact of a research-based professional development program on teachers' knowledge, skills, and confidence in the areas of literacy and socialization are shown. These areas have been shown to be vital to student school success. Surveys were administered to teachers following their attendance, and the self-reported results show the impact of the professional development.

M65

An Examination of Changes in Language and Literacy Instruction and Classroom Environments in Head Start

Louisa Anastasopoulos, Barbara Helms

Research has demonstrated the potential of intensive, sustained professional development to improve teacher instruction and classroom environments. However, evidence suggests that while it is easier to change concrete aspects of the environment and increase the number of discrete literacy activities, it is more difficult to implement change in instructional strategies. Data from two distinct federally funded intensive language and literacy professional development interventions will be examined to explore which aspects of quality in language and literacy environment and instruction are sensitive to targeted language and literacy intervention, and which aspects of quality are less amenable to change.

M66

Promoting Language and Literacy Skills for English Language Learners: Lessons Learned From an Intensive Professional Development Program

Jessica Mercer Young, Tina Durand, Celia Gomez

Research suggests that children who are ELLs are at higher risk for reading difficulties than their monolingual English-speaking peers (e.g., Snow et al., 1998). The relationship of a 2-year intensive professional development (PD) intervention to the language and literacy outcomes of 4-year-old, low-income ELLs is explored. The PD model includes coursework, instructional coaching, and a literacy-based curriculum for Head Start teachers. In year 1, the coursework targeted the language and literacy skills of all children. In year 2, the coursework specifically targeted ELLs.

Intervention Research/Evaluation, Methods and Measures

M67

Taking a Snapshot of Early Childhood Response to Intervention Across the United States: 2009 and 2010

Maura Linas, Charles Greenwood, Judith Carta

The prevalence of Response to Intervention (RTI) is increasing nationwide. The extent to which states have begun to implement practices related to RTI in early childhood programs was examined. Data sampled from 2 years (2009 and 2010) are presented as well as national progress made in (a) the current state of RTI implementation in preschool classrooms, (b) components of RTI currently used in preschool classrooms, and (c) identified challenges to successful implementation.

M68**Improving Preschoolers' Letter Knowledge Using the Pocket Intervention Card (PIC)****Liesl Edwards, Mary Abbott**

Information is provided about the Pocket Intervention Card as a strategy to provide Tier 2—level instruction to children identified as performing below benchmark. Additional information about data-based decisions identifying students as needing Tier 2 intervention, and about how to guide their progress, is also given. Child outcome results on alphabet knowledge progress monitoring and standardized assessments are provided, along with an analysis of the changes and growth in children's performance and abilities.

M69**Teachers Speak: The Feasibility of Implementing Self-Regulation Activities in Head Start****Claire Ponitz, Shannon Wanless**

Head Start teachers' perceptions of pilot activities targeting preschoolers' self-regulation were examined. Teachers and assistant teachers first worked with researchers to design activities. Researchers then observed and described teachers' activity implementation. Later in the year, teachers reported their perceptions of activity success. Teacher feedback was coded for themes, and researcher observation notes were then examined to supplement teacher themes. Results inform intervention work, arguing for incorporating the perspectives of implementing teachers along with researcher aims.

M70**The Role of Peer Effects in Head Start****Hilary Shager**

Previous research with school-age children suggests the peer composition of a student's class may influence educational

outcomes, yet little attention has been paid to the role peers may play in affecting preschoolers' development. Using longitudinal data from the 2003 FACES, a value-added, hierarchical linear modeling approach was employed to estimate associations between peer abilities and students' pre-academic and behavioral skills after 1 year in Head Start.

M71**Teaching Narrative Structure to Children in Head Start****Eileen Gravani, Jacqueline Meyer, Deborah Wilson**

Children's narrative skills in kindergarten relate to later reading comprehension (Tabors, Snow, and Dickinson, 2001). Dickinson (2001) indicates the importance of discussing and analyzing stories in preschool. The purpose of this study is to determine whether explicitly labeling narrative components when presenting stories will improve preschool children's narrative abilities. Data from the children's narratives will be compared with results without the explicit labeling. Results with samples of books, materials, and lesson plans are included.

M72**The Impact of a Language-Enhancement Intervention on At-Risk Preschoolers' Language and Literacy Skills****Sonia Cabell, Laura Justice, Shayne Piasta, Stephanie Curenton, Alice Wiggins, Khara Pence Turnbull**

The extent to which a scaled-up language enhancement intervention impacted children's oral language and emergent literacy gains from fall to spring was examined. Preschool centers were randomly assigned to a treatment or control condition. Teachers were trained in conversationally responsive techniques. Effects of treatment on expressive language abilities were moderated by initial language status. In addition, the treatment had main effects on children's print-concept knowledge and lowercase alphabet recognition.

M73

Cool Tips for Hot Programs

Candace Lacey, Kathy Thomas, Mary Clisbee, Wilma Robles-Melendez, Robert Rahamin

Theory is taken to practice as evidence-based best practices for early childhood education are investigated. Research identifies the opportunity to develop social skills, the presence of structured routines and transitions, exposure to culturally sensitivity experiences, and the opportunity to build positive relationships as important best practices. Strategies for implementing research-based best practices within the Head Start environment are provided.

M74

Early Literacy and Math Learning in Kindergarten: Factors in the School Environment Influencing Classroom Teaching

Marisol Cunningham

The school organizational factors that promote effective teaching are investigated. Using hierarchical linear modeling to analyze data from the Early Childhood Longitudinal Study, the influence of multiple components of the teacher work environment on early literacy and mathematics learning are analyzed after accounting for a broad range of student and school characteristics, including teacher base salaries. Findings thus far identify school and teacher traits that influence literacy and mathematics learning in kindergarten.

M75

Learning to Use the Infant/Toddler Individual Growth and Development Indicators (IGDIs) as a Comprehensive Progress Monitoring and Assessment Protocol in the Field: Lessons for Programs and Interventionists

Amanda Stein, Emily Worthington, Molly Luchtel, Gayle Luze, Kere Hughes

The process of training early interventionists to use the Infant/Toddler Individual Growth and Development Indicators (IGDIs) as a comprehensive protocol is described. IGDIs are brief, play-based assessments that may be used frequently to conduct progress monitoring and outcomes-based assessment. Relationships between child, caseload, and factors that influence interventionists learning and using the IGDIs are described. Implications for the current system of early intervention and recommendations to programs interested in using the IGDIs are discussed.

M76

Emotion-Based Preventative Intervention: The Role of Mediators and Moderators in Promoting Emotion Competence Among Head Start Preschoolers

Kristy J. Finlon, Carroll E. Izard, Elizabeth Woodburn, Judith K. Morgan, E. Stephanie Krauthamer Ewing, Stacy R. Grossman, Adina M. Seidenfeld

An emotion-based preventive intervention was compared to an established social cognitive program in an urban Head Start system serving a minority population (60 % African American, 38 % Hispanic/Latino). Goals of the study were to replicate positive results found in previous implementations, including increasing children's emotion competence and adaptive behaviors, and decreasing maladaptive behaviors. In addition, emphasis was placed on identifying moderating and mediating variables.

M77**Getting Evaluation Findings From First Nations/Tribal Research to Guide Head Start's Future****Jennifer H. Chalmers, Liz Cayen**

The findings from the 2008 study of culturally distinct First Nations/Tribal Head Start graduates who were part of a longitudinal study in seven isolated communities are presented. A community-based research model was developed to address school achievement in Head Start graduates and their classmates.

M78**Using Research to Develop a Culture-Based Curriculum for First Nations/Tribal Communities****Rene Squirrel, Jennifer H. Chalmers**

The culture-based curriculum that has been developed from Head Start research in culture-specific communities is shared. Use of longitudinal findings and other results from a decade of program evaluation research was a logical next step in the enhancement of the Head Start programs. A process of critically reviewing the findings and resource examples of curriculum documents were priorities in the development of a culture-based curriculum for First Nations/Tribal communities.

M79**First Nations/Tribal Leadership Perspective on the Use of Research and Program Evaluation in Their Communities.****Connie Benwell, Beverly Esau, Reanna Erasmus**

The story of the use of program evaluation data and results from the review of the Head Start program in culturally-distinct communities is discussed. As a community leader, the ownership and control of the program evaluation project is necessary for the successful integration of the Head Start program results. Without attention to ownership and control of

the program evaluation results, the end result is continuation of the misuse of research for the benefit of outsiders, and the perpetuation of dependence that follows in communities with respect to research findings and applications.

M80**Computer-Based Augmentation of a Home Visiting Program****Joanne Martin**

To prevent child maltreatment, this research project incorporates a computer-based parenting program into regularly scheduled home visits in the first 6 months after birth. Eight 20-minute sessions use evidence-based interventions to reduce risk, enhance parent-child attachment, and improve home safety and child health care. Evidence regarding feasibility and acceptability of this interactive, tailored intervention will be presented. Preliminary analyses of the process findings will be shared, along with recommendations for practice.

M81**Linking Evaluation and Practice in South Carolina's First Steps to School Readiness****Kimberly Browning, Susan DeVenny, Dan Wuori**

First Steps to School Readiness is a comprehensive, community-based school readiness initiative. It is designed to fill service gaps in five broad categories: (a) health, (b) child care, (c) early childhood education, (d) family strengthening, and (e) school transition. First Steps has robust accountability requirements, including a triennial evaluation by an external contractor. First Steps has been shaped and reshaped by this process, in particular by its 2006 evaluation by the HighScope Educational Research Foundation. Practical examples of how external evaluation requirements have shaped internal planning and processes and have been key to improving statewide policy and practice will be highlighted.

M82

The CASEBA: Validating an Observational Rating Scale of Preschool Classroom Quality for Dual Language Learners

Margaret Freedson, Ellen Frede, Alexandra Figueras-Daniel, Kwanghee Jung

The newly developed Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA) was used to examine classroom quality for dual language learners in 110 New Jersey preschool classrooms. Pre- and posttest data on language, literacy, and mathematics measures were collected in English and Spanish for a sample of 410 3- and 4-year-old children. The paper reports on CASEBA's reliability, concurrent validity in relation to other classroom rating scales, and ability to predict dual-language outcomes in key developmental domains.

M83

Using Authentic Assessment for Program Improvement and Accountability: Good Match or Impossible Combination?

Kathleen Hebbeler, Donna Spiker, Lauren Barton, Barbara Jackson, Nan Vendegna

Meaningfully tracking and reporting on young children's progress has become a critical issue as investments in programs for them continue to increase. Recommendations from national organizations support using authentic assessment, but program evaluations have typically used direct assessments due to concerns about validity. Multiple perspectives on using authentic assessment for multiple purposes including accountability will be explored. Topics include implementation approaches, challenges raised, and procedures for ensuring validity.

Challenging Behaviors

M84

Responses to Academic Challenge for Children Attending Head Start Preschools

Ellie Brown, Eric Pizzini, Alison Miller

Achievement goals, behavior, and emotions were examined in relation to verbal ability and classroom behavior for 111 children attending Head Start preschools. A narrative coding system was used for achievement goals and behavior in the face of challenge, and the AFFEX system was used for coding differential emotions. Results suggest that promoting persistence in the face of challenge depends on increasing motivation and interest and on helping children regulate negative emotions like sadness in the face of challenge.

M85

Daily Poverty-Related Stress and Nighttime Waking Associated With Externalizing Behavior Problems for Children Attending Head Start

Ellie Brown, Nicole Kennedy, Andrea Knorr

Daily poverty-related stress and nighttime waking were examined in relation to externalizing behavior for children attending Head Start preschools. On days with more poverty-related stressors, children showed more nighttime waking. Children who experienced a greater average number of daily poverty-related stressors showed more externalizing problems. In addition, children with greater sleep reactivity to stress, as defined by the stress-waking slope, showed more externalizing behavior problems. Implications concern daily processes related to emergent patterns of behavior.

M86**Behavior Problems in Toddlers With Developmental Delays: Treatment Outcomes****Casey Holtz, Jennifer Carrasco, Ryan Mattek, Robert Fox**

The effectiveness of an in-home treatment program for toddlers with behavior problems and developmental delays who live in low-income homes was examined. Outcomes for a group of toddlers with developmental delays and a group of toddlers without delays were compared. Results suggested that the treatment program was equally effective for children with and without developmental delays. Parents reported clinically significant improvement in their children's behavior and in their parenting practices.

M87**Behavior Problems in Classroom Social and Learning Situations and Peer Social Competence in Head Start and Kindergarten****Rebecca J. Bulotsky-Shearer, Ximena Dominguez, Elizabeth Bell, Heather Rouse, John W. Fantuzzo**

A developmental-ecological approach was employed to examine the longitudinal relations between emotional and behavioral problems in Head Start classroom situations and peer social competence across the transition to kindergarten. Structural equation models were tested to examine the relations between preschool situational problems and kindergarten peer social competence. Findings underscore the importance of assessing behavior within important classroom situations predictive of persistent difficulties engaging in positive peer play interactions, a key component of school readiness.

M88**Pathways to Social Competence: Children's Compliance, Noncompliance, and Autonomy Development****Aimee Kleisner Walker, David MacPhee**

Preschoolers' response styles were examined in relation to their autonomy and social development. Skilled noncompliance and committed compliance were positively associated with social skills and autonomy. Inverse relations were found for unskilled noncompliance and situational compliance. Autonomy mediated these associations, supporting the assumption that response styles serve different developmental functions. These findings highlight the important developmental functions of children's response styles in their development of social competence beyond behavioral distinctions of cooperation versus resistance.

M89**Effects of the Home Environment on Social Behaviors****Adina M. Seidenfeld, Carroll E. Izard, Elizabeth M. Woodburn, E. Stephanie Krauthamer-Ewing, Judith K. Morgan, Kristy J. Finlon, Stacy R. Grossman**

Although many investigators claim that numerous home inhabitants lead to negative child outcomes, this study re-investigated that claim by exploring the relation between 3- to 5-year-old Head Start children's family environments and social behaviors. Interestingly, a greater number of children living in the home related to fewer externalizing behaviors. Neither the probands' sex nor the mother's marital status moderated this effect. Family playmates may provide pro-social learning prior to commencing preschool.

M90

Development of a Social Competence Intervention to Address Challenging Behavior: Examining Practices and Beliefs of Head Start Staff

Beverly D. Sweeney, Jane McCarty, Mary D. Voorhees, D. Sarah Hadden, Rebecca Berlin, Martha E. Snell, Tina L. Stanton-Chapman

The Social Competence in Preschool (SCIP) project is collaborating with Head Start programs to develop a comprehensive social competence intervention within a Continuum of Positive Behavior Support (CPBS) framework. Surveys, interviews, and observations were conducted with Head Start staff. Findings include common challenging behaviors and current strategies used to address such behaviors and teach social competence. How the behaviors fit within the CPBS framework is discussed, along with implications for developing the SCIP interventions.

M91

Relationships Among Language, Behavior, and Social Skills in English-Speaking Hispanic Children in Head Start Programs

Cathy Qi

The comorbidity of language delays and behavior problems in English-speaking Hispanic children was explored, and an examination was made of whether gender, age, and language skills were predictive of behavior problems or social skills. The Preschool Language Scale-4 (PLS-4) was administered to these children, and teachers completed the Child Behavior Checklist and Social Skills Rating System for them. Gender and PLS-4 auditory scores predicted internalizing behavior, externalizing behavior, and social skills.

M92

Adapting First Step to Success to Address Challenging Behaviors in Head Start Classrooms: Preliminary Findings From the Preschool First Step Efficacy Trial

Jason Small, Edward Feil, Hill Walker, Andy Frey, John Seeley, Amy Lingo

There is an ever-increasing need to bolster teacher supports and assist at-risk children with their early school transitions. Findings are reported from the first year of a 5-year multisite efficacy trial of the early childhood version of First Step to Success. Preliminary findings, adaptations specific to implementation in Head Start classrooms, and the contextual factors within and between sites that facilitated and hindered program success are discussed.

M93

Contextual Risk and Parental Attributions of Children's Behavior as Factors That Influence the Acceptability of Empirically Supported Treatments

Amanda Williford, Kate Thomas

Treatment acceptability within a sample of low-income, African American mothers of preschoolers exhibiting disruptive behaviors was examined, focusing on contextual risk and attributions. Participants completed an attributional style measure of child misbehavior and possible acceptability of treatments. Social skills and parent training were highly accepted treatments, while medication was not. The relationship between attributions and medication was moderated by risk. Implications for future research and implementation of empirically supported treatments are discussed.

Early Math Development and Math Skills**M94****Literacy and Numeracy Gains From Teaching by Play****Julie Kidd, Robert Pasnak, Marinka Gadzichowski, Debbie Gallington, Caroline Ferhat, Abigail Carlson**

Children used dinosaurs or little ponies to pick the odd object from a group to line objects up according to size, and insert an object where it belonged in a series. They learned these abstract thinking skills reasonably well, although not completely. They also made greater gains on standardized tests of early literacy and numeracy than children taught those subject matters more directly.

M95**The Effect of an Early Mathematics Intervention With Preschoolers in Head Start****Robin Hojnoski, Jennifer Key, Grace Caskie**

The effect of a teacher-delivered intervention on the mathematical skills of children in Head Start was evaluated. Whether children in the intervention group made greater gains than children in the control group on measures of overall math ability and specific number and operation abilities was addressed. Results suggested children in the control group made little to no gains, whereas children in the intervention group appeared to make sizable gains.

M96**Starting a Chain Reaction: Encouraging Prekindergarten Teachers to Scaffold Children's Engagement In and Talk About Mathematics to Improve School Readiness Skills Among Minority and Low-Income Populations****Tracy Cummings, Dale Farran, Mark Lipsey, Carol Bilbrey**

The third part to a 2-year examination of data collected from a larger randomized field trial is presented. Previous findings showed that child-talk and engagement during math mediated

the effect of a new curriculum on math achievement, and that specific scaffolding practices were significantly correlated with those mediating factors. Teachers' growth in use of those scaffolding practices, and the resulting impact such growth had on child-talk in the classroom, were examined.

M97**Enhancing Economically Disadvantaged Children's School Readiness Through a Pre-K Mathematics Curriculum****Prentice Starkey, Alice Klein, Lydia Deflorio, Christine Genero**

Many economically disadvantaged children enter elementary school unprepared for mathematics. Head Start and state preschool programs need more effective mathematics curricula. A mathematics curriculum was developed, evaluated in efficacy studies, and then evaluated when implemented at a program-wide level of scale in urban and rural Head Start and state-funded preschool programs. Significantly, more mathematical development occurred in children receiving the curriculum than in those not receiving it. The curriculum enhanced children's school readiness.

M98**Variations in Home Support for Low-SES Children's Early Mathematical Development****Lydia DeFlorio, Prentice Starkey, Alice Klein**

Within-group variation between home learning environment and early mathematical development of children with low socioeconomic status (SES) was examined. A comprehensive math assessment was administered to 435 children in Head Start and state preschools. A questionnaire on parents' home math practices and beliefs about children's mathematical development was administered to parents. Results revealed variation in parental beliefs and home support for math among low-income families. This variation was related to differences in children's mathematical knowledge.

Infant/Toddler Development and Care

M99

Child and Mother Play in Three U.S. Cultural Groups

Linda Cote-Reilly, Marc H. Bornstein

Mother-toddler play among 113 Latino immigrants from South America, Japanese immigrants, and European Americans in the United States was investigated. Results highlight culturally universal patterns of play. For example, children's and mothers' exploratory play was significantly positively related, and gender differences in children's exploratory and symbolic play emerged, regardless of cultural group. The results identify realms of child development, parenting, and family function that call for cultural sensitivity.

M100

Investigating the Meaning Behind Mealtimes: A Comparison of Classroom Teachers' and Parents' Infant Feeding Practices

Kathryn Branscomb, Carla Goble

The reciprocity of the feeding relationship makes mealtimes a rich context for infants' socioemotional and cultural development. Factors associated with differences in classroom teachers' and parents' infant feeding practices were explored. A survey was made of 150 parents and 150 teachers of children aged 0–3 enrolled in Early Head Start centers, Tribal Head Start centers, and other center-based settings. Differences in infant feeding practices are discussed by participant demographics, parenting styles, and child care center characteristics.

M101

Association Between Birth Weight and Cognitive Development at 9 and 24 Months in Latina Mothers: Variation by Maternal Sensitivity, Maternal Knowledge of Child Development, and Maternal Depression

P. Nina Banerjee, Jacqueline Shannon

Low and very low birth weight (LBW) infants who have positive interactions with caregivers are more likely to advance cognitively. The relationship between LBW and later cognition is moderated by maternal sensitivity, knowledge, and depression, but almost no studies have examined these associations, particularly in Latino samples. Using a nationally representative sample of 9-month-old Latino infants, how moderation of these parenting components impacts infant cognition is examined. Culturally appropriate early intervention strategies suggested by the findings are included.

M102

Infant Electronic Media Exposure: Adverse Impacts on Early Development and Potential Mitigating Role of Parent-Child Interactions

Suzy Tomopoulos, Benard Dreyer, Catherine S. Tamis-LeMonda, Samantha Berkule-Silberman, Matt Johnson, Erin O'Connor, Carolyn Brockmeyer, Alan Mendelsohn

There is limited research on the impacts of electronic media on children younger than three, especially on low-SES children at greatest risk for adverse outcomes. Results indicate that media exposure at 6 months is associated with adverse impacts on child development, but that interactions around media, while infrequent, may act as a buffer. Working with parents to reduce early media exposure and enhance interactions is critical for children as they transition to educational settings.

M103

Cumulative Risk, the Home Environment, and Preschoolers' School Readiness in a Socioeconomically Diverse Sample of African American/Black Families

Christopher Trentacosta, Marjorie Beeghly

Cumulative risk, home environment, and school readiness were examined in a longitudinal study of African American/ Black mothers and infants from heterogeneous SES backgrounds. A cumulative risk index was created from demographic and psychosocial risk factors. The home environment was assessed at 12 months and school readiness was evaluated at age 4. Path analysis supported both direct and indirect relations between cumulative risk and school readiness, with the home environment accounting for the indirect effect.

Intentional Teaching/Learning

M104

Sustaining Implementation of Evidence-Based Curriculum in the Head Start Classroom: The Importance of Teachers' Beliefs

Amber Friesen, Gretchen Butera, Ruth Schneider

In this multiple case study, three Head Start teachers' literacy beliefs were examined to understand their impact on evidence-based instruction in the classroom. Findings across cases indicated that teachers' beliefs about developmentally appropriate practices impeded their continued engagement in a well-researched curriculum. Formation of the teachers' beliefs through their professional, practical, and personal experiences is examined and implications for future curriculum implementation, change, and sustainability are discussed.

M105

Research Findings and Recommendations From RURAL Excellence: An Early Reading First Study Using the Emerging Language and Literacy Curriculum

Jacqueline Hawks, Wayne Mayfield, Kathy Thornburg

Research findings from RURAL Excellence indicate positive teacher and child outcomes following a systematic professional development program and intentional instructional practices. RURAL Excellence served more than 168 children from rural, low-income families. The Emerging Language and Literacy Curriculum emphasizes explicit and embedded instruction and progress monitoring. The University of Missouri's Center for Family Policy and Research conducted the evaluation.

M106

Measuring Head Start Teachers' Intentional Teaching and Culturally Responsive Practice

M. Susan Burns, Ilham Nasser, Julie Kidd, Mona Assaf

Multiple methods to measure different aspects of Intentional Teaching and Culturally Responsive Practice were considered. Teacher reports of their practices as well as their attitudes and views of their efficacy were examined. In addition, observational measures of classroom quality, teaching practices, and anecdotal notes of Intentional Teaching and Culturally Responsive Practice are included.

M107

Concept Mapping in the Preschool Setting: Curriculum Development, Instruction, and Assessment

Janice Hunter, Heather Monroe-Ossi, Linda Goudy, Stephanie Wehry

Concept mapping was used to develop knowledge-building curricula, deliver instruction, and evaluate children's progress. Concept mapping helped form an instructional framework

and facilitated children's knowledge acquisition. Assessments documented children's knowledge acquisition. An interview eliciting children's knowledge was transcribed and mapped. A scoring system was developed to quantify the maps and generalizability studies, and indicated reliability coefficients of 0.95. Map scores were associated with measures of person-oriented and sociological knowledge, characteristics of common objects, and expressive vocabulary.

M108

Diversity of Experiences in Early Learning Settings for Low-Income Children

Sandra Soliday Hong, Yiching D. Huang, Allison Sidle Fuligni, Carollee Howes

Going beyond a global quality assessment of early childhood education, the ways in which programs serving low-income 3- and 4-year-olds in the Los Angeles area provide structured, academically oriented daily experiences were explored. Observation of the time children spend in various activity settings, such as child- or teacher-directed activities, revealed that programs could be classified into two groups offering either (a) structured-balanced or (b) high free choice approaches. These categories were associated with some additional measures of instructional quality.

Educational Policy, Issues, and Analyses

M109

Evaluation of the Statewide Implementation of a Parent Education Program in Louisiana's Child Welfare Agency: The Nurturing Parenting Program for Infants, Toddlers, and Preschool Children

Lyscha Marcynyszyn, Rhenda Hodnett, Erin Maher

A statewide implementation of the Nurturing Parenting Program

(NPP) in Louisiana in 2006–2007 was evaluated. This research builds on the evidence base of parent training programs in child welfare by examining a large, statewide sample comprised of participants involved in the child welfare system following an allegation of maltreatment of one or more children in their care. Results show positive improvements on all Adult Adolescent Parenting Inventory-2 subscales for NPP participants.

M110

The Impact of Student Mobility in Early Childhood

Mariel Sparr

Mobile children (those experiencing non-promotional school transfers) tend to have decreased levels of academic achievement and cognitive development (Mantzicopoulos and Knutson, 2000; Nelson et al., 1995; Rumberger et al., 1999). Existing mobility research has exclusively focused on the effects of student mobility in elementary and secondary school. Mobility research was extended to early childhood by investigating the impact of mobility during Head Start on the cognitive development of low-income preschoolers.

M111

Children in Head Start: Who Stays and Who Goes?

Jerry West, Emily Moiduddin

Successive FACES cohorts have documented a shift in the age distribution of children entering Head Start, with 3-year-olds now representing a larger share of first-time enrollees. Many of the 3-year-olds who are attending the program in increasing numbers do not come back for a second year. FACES 2006 data are used to examine the characteristics of children and families who leave Head Start and those who remain, and their program experiences in Head Start.

M112**Ending the Targeted Versus Universal Debate: Integrating Programs to Ensure Services for All Children****Bridget Thomas**

One of the impediments to American ECE has been the conflict over targeted versus universal services. The situation is different in Europe, where widely available preschool programs make such debates unnecessary. Findings of case study analyses comparing the ECE structure in Georgia to the national program in Sweden are presented. Research questions focused on how cultural beliefs regarding the purpose of preschool influenced program goals, and how these goals subsequently directed program implementation.

M113**A Look at the Relationship Between Family Routines and the Early Developmental Outcomes of Homeless and Housed Young Children****Roseanne Flores**

For poor children living in shelters, hotels, or doubled up in apartments, home is not a place to learn and develop, but rather a place where life is often unpredictable and lacking in organization and systematic routines. To date, few studies have examined the effect of organization, daily routines, and homelessness on young children's development. The effects of family routine and homelessness on young children's early learning were examined.

M114**Implementing Standardized Developmental Screening in Child Welfare Services: Reports From Child Welfare Workers****Julie McCrae**

In 2008, Pennsylvania Child Welfare (CW) services implemented standardized developmental and social-emotional screening using the Ages and Stages Questionnaire. Pennsylvania's experiences are

described from the perspective of CW workers. Phone interviews were conducted with county CW workers concerning policies, family engagement, and service coordination. Results show agency support for screening, but inconsistency in ensuring that children who qualify receive screening. However, some feel that methods for identifying children in need were already adequate. Implications are discussed.

School Readiness**M115****The Relations of Family Socioeconomic Status, Parenting Beliefs, and Home Learning Environment to the School Readiness of Young Korean Children****Young Eun Chang, Miyoung Sung, Kangyi Lee, Seung-hee Son**

An investigation was conducted in Korea on how a family's socioeconomic status influenced mothers' beliefs in child rearing and the home learning environment, and how these in turn predicted a child's school readiness. Higher family socioeconomic status predicted stronger parenting beliefs and a better quality home learning environment. Parents with stronger beliefs in the responsibilities of parents for children's behavioral and academic development were more likely to offer a better home learning environment. Finally, home learning environment significantly predicted preschoolers' school readiness.

M116**Head Start Attendance and School Readiness Among Homeless and Low-Income Children****Aelesia E. Piscella**

Children who had ever experienced homelessness by age 5 exhibited more internalizing and externalizing behavior problems, as well as attention and social problems, than low-income housed children. Poor housed children, on average, had lower cognitive

scores, more social problems, and exhibited less adaptive social behaviors. Overall, near-poor housed children fared better than all other children across all components of school readiness. Head Start significantly increased receptive language abilities for all children.

M117

The Effect of Classroom Age Composition on Head Start Preschoolers' School Readiness

Elizabeth Bell, Daryl B. Greenfield

Multilevel modeling was employed to examine the influence of classroom age composition on Head Start preschoolers' academic and social school readiness. Results indicate that larger variability of ages in the classroom negatively affects children's academic school readiness skills, but positively affects older children's social school readiness skills. These findings highlight the importance of understanding how classroom composition variables influence children's school readiness.

M118

Effects of Shyness on Preschoolers' Classroom Behavior and School Readiness Over the Course of a Year

Olga Lydia Moas, Heather A. Henderson

We investigated the influence of shyness on preschoolers' classroom behaviors and school readiness. Teacher reports of temperament were collected in the fall. Observations of classroom behavior and school readiness assessments were conducted in the spring. Shy children displayed more passive off-task, unfocused play, and hovering behavior, and scored lower on school readiness than resilient children. These behaviors are not disruptive to teachers or peers, likely reducing the amount of attention and support shy children receive in the classroom.

M119

Linking Evaluation and Practice in Michigan's State-Funded Early Childhood Program Evaluations

Marijata Daniel-Echols, Lindy Buch

The Great Start Readiness Program (GSRP), a state-funded preschool initiative for at-risk 4-year-olds, began in 1985. Since 1995, the HighScope Educational Research Foundation has served as an independent evaluator of GSRP. During this 14-year history of program evaluation work, a mix of longitudinal and cross-sectional studies have investigated the relationship between GSRP attendance and short-, medium-, and long-range child outcomes, as well as aspects of teacher compensation, qualifications, and program quality. Data from the GSRP evaluation have been used to shape professional development at the state and local levels, and to bring about changes in program rules and legislation.

M120

Predicting School Readiness at Kindergarten Entry for Low-Income Children With Additional Disability Risks Before Age 3

Hyun-Joo Jeon, Carla A. Peterson, Shavaun Wall, Judith J. Carta, Gayle Luze, Mark Swanson, Elaine M. Eshbaugh

Children's school readiness at kindergarten entry was examined by evaluating their disability indicators before age 3. Children who had suspected developmental delays and did not receive Part C services had lower language and cognitive scores at age 5 than those who had no disability indicators. The language and cognitive skills at age 5 of children receiving Part C services did not differ from those who had any disability indicator. A large proportion of children with suspected developmental delays had not received Part C services before age 3. Results highlighted the importance of identifying and serving children with developmental delays early.

Parental Depression

M121

African American Preschoolers' Socioemotional Development: Impact of Maternal Depression**Linda Oravec, Sally Koblinsky, Suzanne Randolph**

The resilience of African American preschoolers in urban neighborhoods was examined by investigating the role of social support, church attendance, and maternal depression in predicting children's social skills and behavior problems. Results revealed that maternal depressive symptomology predicted children's internalizing and externalizing behaviors, and that social support moderated the relationship between maternal depression and externalizing behaviors. Maternal social support and church attendance failed to buffer the relationship between maternal depression and behavior problems.

M122

Maternal Depression and Parental Distress Among Families in EHS: Risk Factors Within the Family Setting**Yvonne Rafferty, Dimitra Robokos, Kenneth Griffin**

The influence of risk factors within the family environment on maternal well-being was examined. Participants consisted of 2,040 mothers of 3-year-old children enrolled in the Early Head Start Research and Evaluation Project. Greater family resources were important in determining greater improvement in maternal well-being. However, the impact was stronger when caregiving support was greater. Improvements in maternal well-being were also significantly predicted by lower levels of family conflict.

M123

The Role of Head Start in Buffering the Impact of Maternal Depression on Children's Acquisition of School Readiness Skills**Kristin L. Callahan, Melissa A. Barnett, Nikole L. Dominique, Lucy McGoron, Laura V. Scaramella**

Provision of mental health services for parents in major metropolitan Head Start centers could have a profound impact on the lives of Head Start children. Significant information regarding the direct effects of maternal depression on preschoolers' language and social-emotional development are provided. How Head Start may buffer the effects of maternal depression in order to promote preschoolers' school readiness skills is evaluated.

Other

M124

Assessing Emergent Literacy Skills in Preschool Students Attending Head Start**Karen Gischlar, Patricia H. Manz**

Knowledge about the crucial need for emergent literacy assessment in the Head Start classroom is shared. Participants develop (a) an awareness of the importance of emergent literacy assessment, (b) knowledge of reading skill areas important to assess during the preschool years, and (c) knowledge regarding the concurrent and discriminant validity of emergent literacy tasks.

M125

Examining Attentional Inertia to Television in Children From Low-Income Families**Danielle Brown, Tara Weatherholt, Barbara Burns**

Looking patterns to television (e.g., short and long looks) of 4- to 7-year-old children from low-income families were analyzed to

examine the underlying role of children's attention network skills and home environment. Children engaged in attentional inertia to the television during both the No-Distractor and Distractor conditions. Looking patterns were predicted by orienting network skills but not by the home environment in the No-Distractor condition only.

M126

Examining Preschoolers' Trajectories of Individual Learning Behaviors: The Influence of Approaches to Learning on School Readiness

Michelle Maier, Daryl B. Greenfield

This study examined the influence of Head Start children's approaches to learning, also known as learning behaviors, on school readiness. Latent growth curve modeling was used to examine the trajectories of four learning behaviors (initiative, persistence, planning, and problem-solving flexibility). The relations between growth parameters of these trajectories and several school readiness outcomes (science, mathematics, and language and literacy) were tested. Child factors (age, sex, and ethnicity) were also examined as potential moderators of these relations.

M127

Development and Validation of an Early Childhood Teachers' Attitudes Toward Science Questionnaire

Michelle F. Maier, Daryl B. Greenfield

Recent focus on the value of science in early childhood education has led to science-based preschool curricula and teaching practices. The effectiveness of these initiatives, however, may depend greatly on teachers' preexisting attitudes and beliefs. Using a sample of Head Start teachers, the goal of this study was to develop and validate a self-report questionnaire of preschool teachers' attitudes and beliefs toward science. Results from exploratory factor analyses and an initial validation study will be presented.

M128

Child Care Choices of Hispanic Families: Why Aren't Families Enrolling Children in Center Care?

Lindsay Daugherty

The access of low-income Hispanic families in Los Angeles County to publicly subsidized care is examined. Using data from the 2000–2001 L.A.FANS data set and location data for publicly subsidized centers in 2000, the distance to centers for low-income families is modeled. In addition, the supply of relatives as an alternative source of child care, as well as potential barriers such as irregular work schedules, are examined.

M129

Mothers' and Fathers' Perception of Child Care Skill Competence and Fathers' Role in Child Development: Their Relationships With Levels and Qualities of Paternal Involvement Among Low-Income Korean Families

Hyun Jung Yang

The comparative levels and qualities of Korean fathers' and mothers' involvement in selected everyday child care/ household activities were studied. In addition, an examination was made of the association between fathers' perceptions of the role of child care skill competence in child development and their involvement above and beyond the mothers' involvement. Results showed that mothers' participation in child care/ household activities exceeded fathers'. Fathers' belief in child care competence's role in development was the strongest predictor of their levels and qualities of involvement.

M130**Improving Quality Through Early Education Program Collaboration****Diane Schilder, Stephanie Curenton**

Empirical evidence is provided on state and county early childhood education (ECE) collaborations. The collaborations include Head Start and child care partnerships in Ohio (Study #1) and state Pre-K and child care partnerships in Ohio (Study #2). Results show that ECE collaborations increase the structural quality of programs and improve access to center-based child care.

M131**Who Is Achieving NAEYC Accreditation?****Stephanie Olmore, Walter Gilliam, Carol Day, Erika Beltran**

Findings will be presented from a national data set of early childhood programs that applied for NAEYC accreditation and received decisions in 2005–2007. Significant differences were found in initial accreditation decisions (i.e., accredited, deferred, denied) among programs according to their structure, affiliation, and race/ethnicity of the children they served. Policy implications of these results at both the state and federal levels will be addressed.

M132**Supporting the Development and Well-Being of Young Children of Farmworkers: Emerging Findings From Three Migrant and Seasonal Head Start Studies****Sandra Barrueco, Susan Gabbard, Susan Landry**

Highlights from three MSHS-relevant studies are presented. These include a study examining the characteristics and needs of the larger population of farmworkers with young children, another study examining mobility and migrant children's development, and a study examining a professional development intervention within MSHS. These three studies collectively have implications for policy and practice improvements aimed at supporting the development and well-being of MSHS children and their families.

UNICEF**M133****Strengthening Family Competencies Kit in Brazilian Pre-Schools****Francisca Maria Andrade, Metilde Carvalho, Louise Daniels, Boris Diechtiareff, Cristina Albuquerque, Ieda Pires.**

In 2008, UNICEF in Brazil designed a qualitative study to assess early childhood educators' perceptions of a kit to strengthen family competencies, which had been introduced in preschools across the country. Overall, the study showed that the kit had a positive impact in the preschools assessed, and showed great potential in terms of improving the care provided to preschool children. All participants acknowledged that using the kit allowed them to feel more personally responsible for strengthening the family competencies of their pupils' parents, while most said they felt better prepared to discuss themes related to ECD.

M134**Taking Early Childhood Education to Rural Families****Tsendsuren Tumee**

Delivering early childhood education services to young children from herder families in remote areas is a pressing issue in the education sector and an ongoing challenge for the government of Mongolia and donor organizations. In Mongolia, 40 % of the population resides in rural areas, and only 40 % of children age 2–6 from rural families have access to ECE. In most provinces, the handling capacity of kindergartens and ECE services is significantly lower than that required to accommodate all children 2–6 years old. Given the inherent challenges, UNICEF provided support to remote counties to establish alternative training forms of preschool education such as ger (traditional dwelling)-kindergartens and visiting teachers to increase the accessibility and quality of early childhood education. Ger-kindergartens and visiting teachers are both instrumental in delivering ECE to children who are unable to access formal kindergarten.

TUESDAY OVERVIEW

TUESDAY, JUNE 22

Morning

7:00 a.m. – 8:15 a.m.

Student-Mentor Roundtable

7:30 a.m.

Check-In Begins

8:30 a.m. – 10:00 a.m.

Plenary Session I : Head Start Impact Study Report, Administration for Children and Families

Chair

Jennifer Brooks

*Office of Planning, Research and Evaluation
Administration for Children and Families*

Harriet Meyer

Ounce of Prevention Fund

John W. Fantuzzo

University of Pennsylvania

Discussants

Hirokazu Yoshikawa

Harvard University

Presenter

Ronna Cook

Ronna Cook, Associates

10:15 a.m. – 12:00 p.m.

Breakout Sessions

12:00 p.m. – 1:00 p.m.

(conference attendees on their own)

Lunch

Afternoon

1:00 p.m. – 2:30 p.m.

Plenary Session II: Playful Learning: Enhancing Self-Regulation, and Academic and Social Competence

Chair

Ruth Hubbell McKey

ICF International

Presenters

Laura E. Berk

Illinois State University

Discussant

Elena Bodrova

Mid-continent Research for Education and Learning (McREL)

Kathryn Hirsh-Pasek

Temple University

2:45 p.m. – 4:30 p.m.

Breakout Sessions

4:45 p.m. – 6:45 p.m.

Poster Session

TUESDAY

7:00 a.m. – 8:15 a.m | Balcony C and D

Navigating the Mentor-Mentee Relationship in Graduate School and Beyond: A Roundtable Discussion With Graduate Students and Mentors

Chair

Rebecca J. Bulotsky-Shearer

Panelists

Daryl B. Greenfield

Jacqueline Mattis

Gigliana Melzi

John W. Fantuzzo

Christine McWayne

Edward Zigler

A collaborative mentor-mentee relationship is fundamental to conducting high-quality research with culturally diverse low-income children and families. The unique relationship that develops between mentors and mentees within the research context helps foster the intellectual and professional development of junior scholars. Developing a collaborative research agenda that is responsive to the changing needs of diverse children and families is hard work and requires a long-term commitment. This roundtable discussion will provide the opportunity for mentors and mentees to discuss the challenges and benefits of negotiating the mentor-mentee relationship in the context of early childhood research and students' professional growth and development.

The mentor-mentee relationship presents challenges and opportunities to both mentor and student in the context of conducting research with diverse low-income children and families. Our roundtable invites candid sharing and constructive dialogue to ultimately benefit doctoral students at many different stages of their professional development.

Participants

Catherine Ayoub

Laura E. Berk

Deborah Daro

Ellen Frede

Vivian Gadsden

Kathryn Hirsh-Pasek

Lisa Knoche

Richard G. Lambert

Patricia H. Manz

Julia Mendez

Samuel L. Odom

Harriett Romo

Heather L. Rouse

Catherine S. Tamis-LeMonda

Amanda Williford

Michael Lopez

8:30 a.m. – 10:00 a.m. | Thurgood Marshall Ballroom

Head Start Impact Study Report

Administration for Children and Families

Chair

Jennifer Brooks

Office of Planning, Research and Evaluation

Administration for Children and Families

Discussants

Hirokazu Yoshikawa

Harvard University

Harriet Meyer

Ounce of Prevention Fund

John W. Fantuzzo

University of Pennsylvania

Presenter

Ronna Cook

Ronna Cook, Associates

This session will focus on the findings from the first grade follow-up to the Head Start Impact Study. The study background, design, and findings will be presented. Afterward, three leaders in the early childhood field will discuss the findings and efforts to bolster programs that support young children's well-being from infancy through the early elementary years.



Hirokazu Yoshikawa (Ph.D., Psychology, New York University) is Professor of Education at the Harvard Graduate School of Education. A developmental and community psychologist, he conducts research on the development of young children in the United States, China, and Chile. He focuses on the effects of public policies for employment, poverty, and early childhood care and education. He is currently working on a cluster-randomized experimental evaluation of Un Buen Comienzo, an initiative in Chile to strengthen preschool children's language, literacy, and health through a 2-year teacher professional development program. He received the Boyd McCandless Award for early career contributions to developmental psychology from Division 7 of the American Psychological Association. He serves on the Board on Children, Youth and Families of the National Academy of Sciences, the Scholars Selection Committee of the William T. Grant Foundation, and the Board of Zero to Three. His recent editing includes *Toward Positive Youth Development: Transforming Schools and Community Programs* (Oxford, 2008, with Marybeth Shinn), which received an award for best edited volume from the Society for Research in Adolescence, and a recent issue of *New Directions in*

Child and Adolescent Development, entitled *Beyond the Family: Social Contexts of Immigrant Children's Development* (2008, with Niobe Way). He is authoring a forthcoming book, *Immigrants Raising Citizens: Undocumented Parents of the Second Generation*.



Harriet Meyer (M.A., Middlebury College) is the President of the Ounce of Prevention Fund, a position she has held since 1991. At the local and national levels, she is recognized for her work shaping public policies and creating innovative programs that help young, at-risk children and their families. In Illinois, Ms. Meyer helped fight for and secure an historic expansion of early education funding as well as the passage of Preschool For All, which made Illinois the first state in the country to offer a quality preschool opportunity for all 3- and 4-year-olds while setting aside funds for services to at-risk infants and toddlers. Ms. Meyer co-chairs the Illinois Early Learning Council, the first coordinating council for young children to be housed in an Illinois Governor's office. She led the Ounce in developing the first Educare School on Chicago's South Side, in 2000. At the national level, Ms. Meyer served on the U.S. Department of Health and Human Services Advisory Committee that created the country's Early Head Start program.



John Fantuzzo (Ph.D., Clinical Psychology, Fuller Graduate School of Psychology) is the Albert M. Greenfield Professor of Human Relations in the Policy Research, Evaluation and Measurement Program, and Director of the Penn CHILd Research Center of the Graduate School of Education, at the University of Pennsylvania. He is Principal Investigator and a Co-Founder of the Kids Integrated Data System (KIDS) in Philadelphia. Since KIDS was built in 2003, he has conducted major population-based longitudinal studies using KIDS to support early childhood efforts in Philadelphia that have generated local and national recognition, and have resulted in key policy changes to enhance child well-being.

Dr. Fantuzzo's current projects include: establishing a national network of organizations to pioneer the development and use of integrated data systems to create intelligence for policy and practice, funded by the MacArthur Foundation; assisting the city and school district of Philadelphia in establishing the Policy and Analysis Center based on the KIDS model, supported by the William Penn Foundation; and developing and evaluating an integrated literacy, mathematics, and socio-emotional curriculum for urban Head Start children, funded by the Interagency School Readiness Consortium. He is a member of a number of early childhood advisory groups and editorial boards. He is a recipient of the National Head Start Research Mentor Award, the Phi Delta Kappa Research Award, and the Dr. Martin Luther King, Jr. Community Involvement Award.



Ronna Cook is an independent research consultant focusing on social services and early childhood education programs. She has been studying, evaluating, and managing service delivery to children, youth, and families for nearly 40 years. She spent many years at Westat, a leading national research contractor, where she served as the Associate Director of the Human Services study group. In that role, she designed and directed some of the most challenging national studies on services to children and their families, including the Head Start Impact Study. She is also widely recognized for her work in researching foster care and adoption services, including independent living services for youth about to exit foster care. Ms. Cook also worked with the Arizona Department of Economic Security and taught emotionally disturbed adolescents in Cook County, Illinois.

TUESDAY MORNING SESSIONS

10:15 a.m. – 12:00 p.m.

201

Hoover

**Depression Prevention and Treatment for Low-Income Ethnic Minority Women:
Implications for Early Head Start Programs**

Chair

Deborah Perry

Discussant

Rachel Chazan Cohen

Presenters

Anna Christensen, Linda Beeber, Catherine Ayoub

Early Head Start (EHS) programs need access to evidence-based interventions to ameliorate the effects of maternal depression, and these intervention strategies must be feasible to integrate into their programs. Interventions must also be targeted to mothers most likely to benefit from these approaches, and Early Head Start programs need information about which subgroups of women are at highest risk for depression. Data addressing these gaps in knowledge will be presented.

Social Support Among Low-Income Latina Immigrants: Resilience Against Perinatal Depression

Anna Christensen, Deborah Perry, Elizabeth Stuart, Huynh-Nhu Le

**Responses of Early Head Start Mothers With Significant Depressive Symptoms to an In-Home,
Depressive Symptom Intervention**

Linda Beeber, Todd Schwartz, Regina Canuso

**Family Connections: Evaluation of a Systems-Based Preventive Intervention for Mental Health
Consultation With a Focus on Depression**

Catherine Ayoub, Mary Watson Avery, William Beardslee

TUESDAY

202

Lincoln 3 and 4

Approaches to Learning in Head Start: Foundational Skills for Early School Success

Chair

John W. Fantuzzo

Discussant

Marilou Hyson

Presenters

Ximena Dominguez, Heather Rouse, Paul McDermott

Approaches to learning behaviors in the context of distinct preschool classroom learning experiences in Head Start will be discussed. How the demands of different classroom situations and levels of emotional and instructional support relate to these behaviors will be examined. Findings on the effectiveness of intentional instruction in learning behaviors, and the capacity of a new measurement tool to detect change in complex sets of learning behaviors over small increments of time, will be presented.

A Multilevel Examination of the Contribution of Context-Specific Problem Behavior and Classroom Process Quality to Approaches to Learning

Ximena Dominguez, Virginia Vitiello, Janna Fuccillo, Daryl B. Greenfield, Rebecca J. Bulotsky-Shearer

Learning Links for Head Start Children: Evidence-Based Approaches to Enhance Learning Behaviors

Heather Rouse, John W. Fantuzzo

The Learning-to-Learn Scales: Expanded Dimensionality, Growth Detection, and Protective Agency

Paul McDermott, Clare Waterman, John W. Fantuzzo, Lauren Angelo, Yumiko Sekino

203

Harding

MASTER LECTURE

Edward Zigler

Promoting Emotion Regulation in Young Children at Risk for Classroom Behavior Problems

Chair

Clancy Blair

Discussant

Brenda Jones Harden

Presenter

Pamela Cole

An update on research involving young children's development of the ability to manage their emotions, particularly anger, will be provided. Recent research begins to outline the specific nature of developmental growth in anger regulation between ages 2 and 5. The

TUESDAY MORNING SESSIONS 10:15 a.m. – 12:00 p.m.

focus here will be on the adaptive aspects of emotions such as anger and sadness, on how we can promote the effective use and self-management of these emotions in early childhood, and on the implications of new research for teaching the diversity of children in Head Start classrooms, including children who have difficulty regulating emotions.

TUESDAY



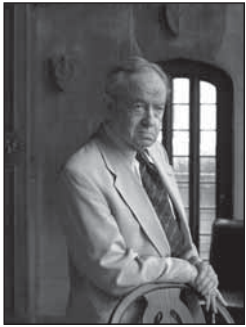
Clancy Blair (Ph.D., Developmental Psychology, and M.P.H., University of Alabama) is a developmental psychologist who studies self-regulation in young children. Currently he is Professor of Applied Psychology at New York University. He spent 10 years as an Assistant and then Associate Professor in the Department of Human Development and Family Studies at Penn State University.

Dr. Blair's primary interest concerns development of cognitive abilities referred to as executive functions, and the ways these aspects of cognition are important for school readiness and early school achievement. He is also interested in development and evaluation of preschool and elementary school curricula designed to promote executive functions as a means of preventing school failure. In 2002 he and his colleagues at Penn State and the University of North Carolina at Chapel Hill received funding from NICHD for a longitudinal, population-based study of family ecology and child development beginning at birth and continuing through young adulthood. In his part of the project, Dr. Blair is examining the interaction between early experiential and biological influences on development of executive functions and related aspects of self-regulation.

Brenda Jones Harden (Ph.D., Psychology, Yale University; M.S.W., New York University) is a developmental and clinical psychologist whose work has spanned the policy, practice, and research arenas. For more than 30 years she has focused on the developmental and mental health needs of young children at environmental risk, specifically children who have been maltreated, are in the foster care system, or are exposed to family risks such as maternal depression, parental substance use, and interpersonal violence. Dr. Jones Harden has been a clinician and administrator, and has served as a consultant and trainer for a variety of national and local early intervention and home visiting programs, including Early Head Start, Healthy Families, and Parents As Teachers. Her research includes studies on the emotion regulation of preschool foster children, the developmental trajectories of infants in the child welfare system, and the impact of an Early Head Start infant mental health initiative. She is the author of numerous publications, most recently *Infants in Child Welfare: A Developmental Perspective on Policy and Practice*. Dr. Jones Harden is currently an Associate Professor in the Department of Human Development at the University of Maryland, College Park. Her policy, practice, and research work has been informed by her experiences as an SRCF Policy Fellow at the Administration for Children and Families, as a Zero to Three Fellow, and as a Bush Center in Child Development and Social Policy Fellow.



Pamela Cole (Ph.D., Clinical and Developmental Psychology, Pennsylvania State University) is currently Professor and Director of Early Childhood Mental Health research training at Penn State University. Her area of expertise is the early development of emotion regulation in relation to the development of mental health and psychopathology. After completing her internship at the University of Colorado Health Sciences Center, she took positions at the University of Houston and the National Institute of Mental Health (NIMH). Her current work is designed to understand how young children become competent emotion regulators as preschoolers. The Development of Toddlers Study (DOTS) is an NIMH-funded longitudinal study following 120 children from age 18 months to 48 months, examining how their own skills and personalities and various aspects of their parents' lives influence development of awareness, effectiveness, and flexibility in preschool-age emotion regulation. Dr. Cole is also continuing to study cultural variations in emotional development, with an interest in the factors that comprise culture that then influence emotion regulation.



Edward Zigler (Ph.D., Clinical Psychology, University of Texas) joined the Psychology Department at Yale University in 1959 and served on the faculty of Yale's Child Study Center. He founded and is Director Emeritus of Yale's Edward Zigler Center in Child Development and Social Policy, one of the first centers to combine training in developmental science and social policy construction. He is Sterling Professor of Psychology, Emeritus, but remains active in scholarly and social policy endeavors. In addition to being one of the founders of the field of applied developmental psychology, Dr. Zigler pioneered the discipline of developmental psychopathology, as well as the developmental approach to mental retardation and adult psychopathology. He conceptualized the School of the 21st Century, which has been adopted by more than 1,300 schools in 20 states. He has played a central role in generating the momentum toward establishing universal preschool education. Dr. Zigler helped to plan several national projects and policies, including Head Start, Early Head Start, and the Family and Medical Leave Act. He served as founding Director of the U.S. Office of Child Development (now the Administration on Children, Youth and Families) and Chief of the U.S. Children's Bureau. He is a member of the Institute of Medicine and the American Academy of Arts and Sciences.

204

Wilson A

Mentoring and Coaching for Teachers in Head Start

Chair

Martha Zaslow

Discussant

Gayle Cunningham

Presenters

Karen Diamond, Richard G. Lambert, C. Cybele Raver

Professional development for teachers of young children now includes training in mentoring and coaching. An approach that employs grounding training in situations that simulate classroom experiences will be presented. Video technology augments coaching with positive outcomes. The Beginning Teacher Support Program, where newly licensed teachers participate in a 3-year program that includes mentors and evaluators, will be described. Early education interventions, including the use of mentors/coaches and showing real gains in behavioral management and reduction of burnout, will be included.

Literacy Coaching With Head Start Teachers

Karen Diamond, Douglas Powell

Developing a Comprehensive System of Professional Development: The North Carolina Beginning Teacher Support Program

Richard G. Lambert

Exploring the Role of Consultation and Coaching in CSRP's Classroom-Based Intervention

C. Cybele Raver

205

Wilson B

Innovations in Tanzania, Nepal, Mongolia and Brazil That Enhance ECD Capacity

Chair/Introduction

Joan Lombardi

Discussant

Nurper Ulkuer

Presenters

Niki Abrishamian, Lieke van de Wiel, Tsendsuren Tume, Francisca Maria Andrade

Holistic policies and programming approaches for early childhood development (ECD) are on the agenda of UNICEF's work with governments, of other international and local organizations, and of research institutes in more than 150 countries around the world.

The overall goal of this agenda is to give children “the best start in life,” so that they will survive and develop to their full potential. The major strategic thrust in achieving this goal is capacity development at all levels for effective service provision and for the use of these services by families and communities. There is a wealth of accumulated knowledge and experience in building national capacities for ECD through policy development, community-based structures, and improved family care practices in different social and cultural contexts. Using country-specific examples from Tanzania, Nepal, Mongolia, and Brazil, the capacity development strategies for early childhood development will be discussed.

Building Capacity for Integrated ECD Planning in Tanzania

Niki Abrishamian

Reaching Disadvantaged Children With ECD Services in Nepal

Lieke van de Wiel

Strengthening Early Childhood Education Services for Nomadic Children in Mongolia

Tsendsuren Tumee

Strengthening Family and Municipal Competencies: A Strategy to Improve ECD Capacity

Francisca Maria Andrade

206

Wilson C

Children, Parents, and Providers in the Child Care Subsidy System

Chair

Anna Johnson

Discussant

Deborah Phillips

Presenters

Rebecca Ryan, Anna Danziger, Monica Rohacek

Along with Head Start, Early Head Start, and state prekindergarten programs, the federally funded, state-administered Child Care and Development Fund (CCDF) represents one of the country’s most significant investments in the early care and education of low-income children. The effects of CCDF on its key consumers (low-income children, parents, and the providers who serve them) will be examined.

Child Care Subsidies and Child Care Quality

Rebecca Ryan, Anna Johnson

Parents' Child Care Choices:

How Do Low-Income Families Receiving Subsidies Decide What Child Care to Use?

Anna Danziger, Ajay Chaudry, Juan Pedroza

Child Care Providers Serving Children Receiving CCDF Vouchers: A Descriptive Study in Five Counties

Monica Rohacek, Ellen Kisker

207

Balcony C and D

Preschool Children's Physical Activity in Community-Based Programs: The 'Whole Child' Revisited

Chair

Kerry McIver

Discussant

Samuel L. Odom

Presenters

Kerry McIver, William Brown, Christina McWilliams

Historically, Head Start has focused services on the "whole child," with comprehensive health, educational, and social services. In recent years, however, the focus has been on improving children's cognitive, social, and school competence. Evidence from preschools indicates that children are sedentary and not very active. Given weight trends among preschoolers, now is the time to focus on enhancing children's physical activity. Information about preschoolers' physical activity, interventions, and assessment tools for practitioners will be presented.

Physical Activity Levels in Preschool Children

Kerry McIver, William Brown, Russell Pate

Teacher Arranged and Implemented Physical Activities for Preschool Playgrounds

William Brown, Kerry McIver, Heather Googe

The Nutrition and Physical Activity Self-Assessment for Child Care: Description and Evaluation

Christina McWilliams, Dianne Ward

208*Coolidge***Innovative Approaches to Conceptualizing and Measuring Fidelity of Program Implementation***Chair*

Barbara Wasik

Discussant

James A. Griffin

Presenters

Douglas Powell, David Dickinson, Barbara Wasik

Conceptualization and measurement of teachers' fidelity to best practices is a critical ingredient in effective teacher professional development and program implementation. Innovative methods to measure fidelity will be presented. The foci of the measures that will be discussed vary from collecting coaches' records, to measuring teachers' underlying conceptual frameworks about learning and instruction, to coding videotapes of teachers' classroom practices. How fidelity relates to teacher and child outcomes will be included, as well as policy implications regarding program implementation and scale-up.

Approaches to Measuring Fidelity of Implementation of Professional Development Programs

Douglas Powell, Karen Diamond

A Dimensional Approach to Fidelity of Implementation

David Dickinson, Catherine Darrow, Jill Freiberg, Kerry Hofer

The Relationship Between Program Fidelity and Head Start Teacher and Children Outcomes

Barbara Wasik, Annemarie Hindman

209*Lincoln 2***POSTER SYMPOSIUM****The American Indian/Alaska Native Head Start Research Center: Tribal-University Partnerships for Culturally Informed Research on Head Start and Early Head Start and Native Children's Development***Chair*

Michelle Sarche

Discussant

Paul Spicer

Presenters

Patricia Farrell, Sharon Rosenkoetter, Susan Faircloth, Nicole Thompson,
Mary Eunice Romero-Little, Michelle Sarche, Paul Spicer

TUESDAY MORNING SESSIONS 10:15 a.m. – 12:00 p.m.

The American Indian and Alaska Native Head Start Research Center (AIANHSRC) was formed in 2005 to address the lack of representation of AIAN Head Start and Early Head Start programs in national research. The goals of the AIANHSRC are (a) to expand the network of university researchers and tribal communities prepared to conduct scientifically and culturally rigorous research with tribal Head Start and Early Head Start programs, and (b) provide guidance to the broader research community on the appropriate measures and methods for understanding tribal programs and the children and families they serve. The work of five university-tribal partnerships supported by the AIANHSRC will be presented, as well as the coordinated effort between the AIANHSRC and several tribal communities, to critically examine the cultural appropriateness of existing measures and methods. Five posters will be presented, followed by a group discussion of lessons learned, data gathered, and next steps for research.

TUESDAY

Parent and Teacher Ratings of Children's Adaptive Behavior and Children's Readiness Skills

Patricia Farrell, Hiram E. Fitzgerald, Jessica Barnes, Hope Gerde, Anne Belleau, Kyung Sook Lee

Appropriate Curriculum for Tribal Head Start: Perspectives of Tribal Leaders

Sharon Rosenkoetter, Joann Smith, Jenna Caparosso

Wee Speak: An Examination of the Relationship Between Speech/Language/Communication Skills and Behavior in a Tribally-Controlled Head Start Program

Susan Faircloth, Robert Pfeffer

Understanding the Role of Head Start and Early Head Start Programs in American Indian Communities: A Photovoice Research Project

Nicole Thompson, Anne Belleau, Verna Thompson

Becoming Jemez: Early Childhood of Jemez Children Photovoice Research Project

Mary Eunice Romero-Little, Lana Toya, Kevin Shendo

Informing Research on Children's Development in the Context of Tribal Head Start and Early Head Start Programs

Michelle Sarche, Paul Spicer, Shirley Allen, Sasha Hoskie, Douglas Novins, Lynn Sanger, Cory Sedey-Seitz, Gladys Squiemphen, Verna Thompson, Mavany Verdugo, Nancy Whitesell

1:00 p.m. – 2:30 p.m. | Thurgood Marshall Ballroom**Playful Learning: Enhancing Self-Regulation, and Academic and Social Competence****Chair**

Ruth Hubbell McKey

ICF International

Discussant

Elena Bodrova

Mid-continent Research for Education and Learning (McREL)

Presenters

Laura E. Berk

Illinois State University

Kathryn Hirsh-Pasek

Temple University

It is time to recapture the value of playful learning in early childhood education. Decades of research have confirmed the value of playful learning, and governmental agencies, educators, and policy makers are now exploring its potential for advancing early childhood curricula and pedagogy. After exposing some of the alarming trends discouraging play in favor of didactic teaching, a working definition of playful learning will be offered, and scientific evidence will be presented in support of three points: (a) young children need both unstructured free play and playful learning under the gentle guidance of adults to best prepare them for formal schooling, (b) academic and social development are so inextricably intertwined that the former must not trump attention to the latter, and (c) learning and play are not incompatible—learning takes place best when children are engaged and enjoying themselves. Future research is required to secure the mechanisms (e.g., engagement, increased attention) that enhance learning within a playful context. However, the data in hand already suggest that playful learning offers educators an important pedagogy that promotes and supports high academic and social standards.



Elena Bodrova is a Principal Researcher at Mid-continent Research for Education and Learning (McREL) and a Research Fellow at the National Institute for Early Education Research (NIEER). Prior to joining McREL, she was a visiting professor of educational psychology at Metropolitan State College of Denver. Her work on applying Lev Vygotsky's theory to education started in Russia, where she worked at the Institute for Preschool Education. Dr. Bodrova is the author of multiple articles and book chapters on early literacy, self-regulation, play, and assessment. She is a co-author of *Tools of the Mind: The Vygotskian Approach to Early Childhood Education*, *Basics of Assessment: A Primer for Early Childhood Educators*, and *For the Love of Words: Vocabulary Instruction that Works*.



Laura E. Berk is a Distinguished Professor of Psychology (Emerita) at Illinois State University. She has published widely in the fields of early childhood development and education, most recently on the role of make-believe play in the development of self-regulation. In addition to many empirical studies, she is the author of many book chapters and eight books. Among these are two works written especially for teachers of young children: *Scaffolding Children's Learning: Vygotsky and Early Childhood Education* (NAEYC) and *Awakening Children's Minds: How Parents and Teachers Can Make a Difference* (Oxford University Press). She is also the author of three widely distributed university-level textbooks in child and human development.

Her work has attracted public attention, having been featured in *Scientific American*, *Parents Magazine*, *Wondertime*, *Reader's Digest*, and on National Public Radio's Morning Edition. She is a member of the national board of directors of Jumpstart, which provides intensive literacy intervention to thousands of low-income preschoolers across the United States.



Kathryn Hirsh-Pasek (Ph.D., Psychology, University of Pennsylvania) is the Stanley and Debra Lefkowitz Professor in the Department of Psychology at Temple University, where she serves as Director of the Infant Language Laboratory and Co-Founder of CiRCLE (The Center for Re-Imagining Children's Learning and Education). Her research in early language development, literacy, and infant cognition has been funded by NICHD and the National Science Foundation, resulting in 11 books and 100-plus publications. She is a recipient of various awards, most recently the American Psychological Association's (APA) Urie Bronfenbrenner Award for Lifetime Contribution to the Science of Developmental Psychology in the Service of Science and Society. She is an APA and American Psychological Society fellow, and served as the Associate Editor of

Child Development and treasurer of the International Association for Infant Studies. Her book, *Einstein Never Used Flashcards: How Our Children Really Learn—and Why They Need to Play More and Memorize Less* (Rodale Books, 2003), won a Books for Better Life Award in psychology. Dr. Hirsh-Pasek is deeply invested in bridging the gap between research and practice. To that end, she was a researcher on the NICHD Study of Early Child Care and Youth Development, co-developed the language and literacy preschool curriculum for California, and has consulted with toy companies and media programs such as Sesame Workshop.

2:45 p.m. – 4:30 p.m.

2:45 p.m. – 3:35 p.m. (1/2 Time Slot)

210

Hoover

ROUNDTABLE

Head Start CARES Trial: Technical Assistance and Implementation Research in the Context of a Large Scale Study of Preschool Program Enhancements.

Presenters

Pamela Morris, Chrishana Lloyd

There is limited best practice knowledge on how to effectively scale-up evidence-based practices in the context of large-scale research trials, and on how to most effectively assess implementation of the programs. Yet there are a number of challenges in doing so, including balancing the need for a fair test of the models under study with the policy relevance of the findings that will emerge, and assessing the variation that will inevitably occur as programs are implemented in a wider range of contexts. These issues will be reviewed in the context of HHS' group-randomized trial examining social-emotional enhancements in Head Start programs (Head Start CARES). Major questions reflecting on-the-ground experiences in launching the first cohort of sites will be addressed, and the design and research plans of the Head Start CARES trial will be presented.

3:40 p.m. – 4:30 p.m. (1/2 Time Slot)

211

Hoover

CONVERSATION HOUR

The Center for Early Care and Education Research: Dual Language Learners

Presenters

Dina C. Castro, Margaret Burchinal

The Center for Early Care and Education Research: Dual Language Learners (CECER-DLL) was awarded by the Administration for Children and Families to the University of North Carolina-Chapel Hill in fall 2009. The primary goal of the Center is to advance the research field to improve research regarding assessment, child care, and education for dual language learners (DLLs) from birth through five years of age. This new center will pursue national leadership activities that (a) improve the state of knowledge and measurement in early childhood research on young DLLs and the needs of their families as they relate to children's development, and (b) identify and advance the evidence base for the best practices and strategies in early care and education programming to support the overall development of young DLLs and to effectively support their families. Details of the plans and activities for the first year of the grant will be presented. In discussion with the audience, the team will explore themes regarding obstacles and barriers to effective DLL research.

212

Coolidge

Developmental Disparities Within the First Five Years of Life: Gaining a Better Understanding

Chair

Tamara Halle

Discussant

Thomas Schultz

Presenters

Tamara Halle, Thomas Snyder, Michael Lopez

New and innovative research using nationally representative data on young children, as well as localized data on a diverse set of DLL children, will be highlighted to examine the magnitude of early developmental disparities. Factors that might moderate these early differences among disadvantaged children will also be addressed. Findings from these studies have implications for policy and practice aimed at supporting the development of children likely eligible for Head Start and Early Head Start services.

Disparities in Child Outcomes in the First Two Years of Life:

Effects of Low Income, Race/Ethnicity, Home Language, and Maternal Education

Tamara Halle, Nicole Forry, Elizabeth Hair, Kate Perper, Julia Wessel

Emergence of Gaps in Early Academic Skill Acquisition From Birth Through Kindergarten

Thomas Snyder

Disparities in Children's Language Trajectories: The Accuracy of a Language Routing Protocol in Capturing the Heterogeneity of Preschool Dual Language Learners' Abilities

Michael Lopez, Kathy Sonnenfeld, Susan Sprachman, Sally Atkins-Burnett, Patricia Losano

213

Harding

Recent Developments and Next Steps in the Measurement of Quality in Early Childhood Settings

Chair

Martha Zaslow

Presenters

Kathryn Tout, Ivelisse Martinez-Beck, Barbara Dowling

Measurement of quality in early childhood settings will be discussed, including a summary of recent developments in the measurement of quality from differing but complementary perspectives. The steps being taken to strengthen existing quality measures or develop

new measures based on research on quality and child outcomes will be presented. The use of quality measures in state quality rating and improvement systems will be provided. Reactions from a practice perspective on changes in which quality measures are being most widely used to guide practice in early childhood classrooms and home settings will be included. Each presentation will end with a set of questions for participants to elicit their experiences with and reactions to current approaches to the measurement of quality. The overarching question for discussion will be: From your perspective in early childhood research, policy, or practice (or a combination of these), what do you see as the most positive and important developments in the measurement of quality in early childhood settings, and what do you see as the most serious remaining challenges?

Emerging Research in the Measurement of Quality

Kathryn Tout

Challenges and Opportunities Posed by the Use of Quality Measures in Policy Initiatives to Improve Quality

Ivelisse Martinez-Beck

The Use and Usefulness of Quality Measures From a Practitioner's Perspective

Barbara Dowling

214

Wilson A

Risk and Resilience in High-Risk Samples: How to Promote Positive Outcomes for Young Children

Chair

Margo Candelaria

Discussant

Kathy Katz

Presenters

Anna Quigg, Sarah Oberlander, Margo Candelaria

According to ecological and transactional theories of development, children facing multiple risk factors are at risk for developmental and social problems. However, many children demonstrate resilience, achieving appropriate levels of functioning. Research will be reviewed that examines risk and protective factors among high-risk children, specifically multi-stressed young children, adolescent mothers and their children, and drug-exposed children. Findings suggest risk and protective factors relate to child outcomes across several urban, high-risk samples of young children.

Food, Housing, and Energy Insecurity Are Related to Caregiver and Child Well-Being

Anna Quigg, Brian Merry, Latay Jackson, Samantha Bier, Maureen Black

Home-Based Parenting Intervention Promotes Child Resilience at 7 Years Among Adolescent-Mother Households Characterized by Conflict and Low Support

Sarah Oberlander, Kristen Hurley, Maureen Black

Predicting Cognitive and Behavioral Resilience in a High-Risk, Drug-Exposed Sample of Children

Margo Candelaria, Prasanna Nair, Yan Wang, Maureen Black

TUESDAY

215

Wilson B

Caregivers and Children: Understanding Relationships, Understanding Development

Chair

Pia Rebello Britto

Discussant

Martha Staker

Presenters

Linda Richter, Robert C. Pianta

Understanding the dimensions of caregiver-child relationships that promote and support the fullest developmental potential of young children is the primary goal. “Caregiver” refers to key adults in the home (e.g., parents, grandparents, etc.) and in center and care-based settings. The elements of responsiveness and sensitivity of caregiver-child interactions across settings and national and international borders that are linked with child development will be explored. The latest body of robust research will be used to inform practice, with an emphasis on the most crucial and formative relationships in a young child’s life.

Caregiving in the Home: What Can We Learn From International Experiences

Linda Richter

Critical Dimensions of Caregiver and Child Interactions: What Can We Learn From Center-Based Settings

Robert C. Pianta

216*Wilson C***Health Outcomes of Children Aged Birth to Five in Head Start and Early Head Start Programs***Chair*

Ben Allen

Presenters

Camilla Heid, Maria Woolverton, Rachel Schiffman

Much recent research and commentary regarding Head Start and Early Head Start's effectiveness have focused on the educational outcomes of these programs. Although these outcomes are important, the emphasis here will be on Head Start and Early Head Start's health outcomes for children aged birth to five. A synthesis of factors common to the Head Start Impact Study, the Family and Child Experiences Survey, and the Early Head Start Impact Study will be provided.

Health Findings From the Head Start Impact Study

Camilla Heid

Health Findings From the Head Start Family and Child Experiences Survey (2006 Cohort)

Maria Woolverton

Health Findings for the Early Head Start Impact Study

Rachel Schiffman

217*Balcony C and D***MASTER LECTURE****The Brain, Mind, and Interpersonal Relationships: A Fundamental View of Human Development and the Cultivation of Well-Being***Chair/Discussant*

Clancy Blair

Presenter

Daniel J. Siegel

The interdisciplinary field of interpersonal neurobiology is becoming increasingly relevant for the understanding of human development. The nature of the mind, the role of neural development, and the impact of relationships on each of these aspects of human experience will be explored in the context of the unfolding of resilience and mental health.



Daniel Siegel (M.D., Harvard University) is Clinical Professor of Psychiatry at the UCLA School of Medicine. He served as a NIMH Research Fellow at UCLA, studying family interactions with an emphasis on how attachment experiences influence emotions, behavior, autobiographical memory, and narrative. Dr. Siegel's psychotherapy practice includes children, adolescents, adults, couples, and families. He is an award-winning educator, an APA Distinguished Fellow and recipient of several other honorary fellowships. He is the Executive Director of the Mindsight Institute, an educational organization that focuses on how the development of mindsight in individuals, families, and communities can be enhanced by examining the interface of human relationships and basic biological processes. Dr. Siegel has published extensively for the professional audience and is the founding editor for the Norton Professional Series on Interpersonal Neurobiology. His latest book, *The Mindful Therapist*, explores the application of these ideas for the clinician's own development of mindsight and neural integration.

TUESDAY

218

Lincoln 2

POSTER SYMPOSIUM

Children's Understanding of Mathematics and Science Concepts in the Preschool Years

Chair

Caroline Ebanks

Presenters

Judy Brown, Marijata Daniel-Echols, Douglas Clements, Prentice Starkey

Research from several recent studies will be discussed that highlights curricula and teacher professional development supports that are designed to promote low-income children's understanding of mathematics and science concepts during the preschool years. The discussion will focus on (a) the content and components of early childhood mathematics and science education, (b) developmentally appropriate instructional practices, (c) professional development support for early childhood educators, and (d) school readiness outcomes for preschoolers. Implications for future research and practice will be addressed.

Partnering With Head Start in the Development of a Comprehensive Preschool Curriculum and Assessment Tools

Judy Brown, Daryl B. Greenfield

Sequencing and Scaffolding Early Mathematics Learning: Across or Within Activities?

Marijata Daniel-Echols, Lena Malofeeva, Ann Epstein, Beth Marshall

Mathematics Curricula in Preschool: Efficacy and Effectiveness

Douglas Clements, Julie Sarama

Children's Understanding of Mathematics and Science Concepts in the Preschool Years

Prentice Starkey, Alice Klein, Lydia Deflorio, Christine Genero, Stacey Koo

219*Lincoln 3 and 4***POSTER SYMPOSIUM****Family Supports for Language, Literacy, and Narratives: Studies of Diverse Aspects of Children's Early Literacy Environments as Precursors to Kindergarten Entry***Chairs*

Alison Wishard Guerra, Tonia N. Cristofaro

Discussant

Helen H. Raikes

Presenters

Eileen T. Rodriguez, Tonia N. Cristofaro, Megan Borer, Young-Suk Kim, Claire D. Vallotton, Natasha J. Cabrera

Seven studies will be presented on children's early language environments, including research on maternal book reading, mother-child narratives and storytelling, and parent-child conversations. Participants will include families from diverse ethnic and cultural backgrounds who were in the national Early Head Start Research and Evaluation Project. Findings highlight the different ways that early language environments promote children's language and other school readiness skills and buffer the effects of poverty on children's learning.

Children's Home Literacy Environments Across the First Five Years: Associations With Language and Cognitive and Emergent Literacy Skills

Eileen T. Rodriguez, Catherine S. Tamis-LeMonda, Barbara A. Pan, Helen H. Raikes, Gayle Luze

Mother-Child Play and Mother-Child Personal Narratives as Predictors of Children's School Readiness

Tonia N. Cristofaro, Catherine S. Tamis-LeMonda, Lisa Baumwell

Ethnic and Language Differences in Mother and Child Co-Constructed Narratives

Alison Wishard Guerra, Carollee Howes, Sandy Hong

Mother Child Book Reading and Early Language Development as Predictors of Child Literacy at Pre-Kindergarten: A Longitudinal Analysis

Megan Borer, Dawn L. Davis, Eunju Jung, Xiaoyun Zhang

Parenting Strategies to Support Early Language Development: Early Sensitivity and Later Cognitive Stimulation Support Toddlers' Language

Claire D. Vallotton, Ann M. Mastergeorge, Catherine Ayoub

Low-Income Fathers' Linguistic Influence on Their Children's Language Development

Natasha J. Cabrera, Tonia N. Cristofaro, Brianne Kondelis, Catherine S. Tamis-LeMonda, Lisa Baumwell

TUESDAY POSTER SESSION

4:45 p.m. – 6:45 p.m. | Exhibit Hall C

Meet and Greet With Edward Zigler

Stop by the Exhibit Hall during the poster session to meet and greet Edward Zigler. He will be autographing his latest books, *The Hidden History of Head Start* and *The Tragedy of Child Care in America*.

Head Start Graduate Student Grantee Posters

T1

Parental Involvement and Consistent Parenting Practices as Protective Factors for Preschoolers at Risk for Externalizing Behaviors

Ferne A. Pinard, Tammy D. Barry

This project is designed to illuminate possible protective factors that promote resiliency among at-risk children. Contextual correlates (i.e., socioeconomic status and parenting practices) and biologically based, child-specific correlates (i.e., child temperament and executive functioning) of attention deficit hyperactivity disorder (ADHD) symptoms and aggressive behaviors in preschoolers will be examined. It is hypothesized that low SES, and higher levels of problematic child temperament dimensions, and impaired executive functioning will be related to higher levels of ADHD symptoms and aggressive behaviors among preschoolers. Furthermore, it is expected that positive parenting factors (parental involvement and consistent discipline) will serve as protective factors.

T2

Talking About Mathematics in Preschool (TAMS)

Tracy Cummings

There is little empirical evidence that engaging children in talking and reasoning about mathematics will lead to their being better prepared for elementary school mathematics. The TAMS project will (a) identify successful methods of engaging young children in discussion and reasoning about mathematics and develop a 12-week intervention, (b) examine whether children participating in this intervention show increased school readiness skills compared to children who do not engage in discussion about mathematics, and (c) if successful, collaborate with Head Start teachers to produce professional development materials that describe the results of the project and teachers' experiences in implementing successful strategies.

T3

Higher Level Instructional Interaction in Head Start Classrooms: Variation Across Teacher-Directed Activities and Associations With School Readiness Outcomes

Janna M. Fuccillo, Daryl B. Greenfield

Teacher-child interactions that emphasize conceptual skills over basic skills are associated with higher academic outcomes, and may be particularly important for children who are at risk for poor educational outcomes due to poverty. Using videotaped observations of Head Start classrooms, instruction across four teacher-directed activities (circle time, math activities, science activities, and storybook reading) is examined. Higher level

instructional interaction will be assessed using global ratings of instructional support and an utterance-level analysis of teachers' use of higher level questions. Associations will be tested between higher level instructional interaction and important school readiness outcomes, including language and literacy, math, science, and initiative.

T4

Promoting Successful Transitions to Kindergarten: An Early Intervention for Behaviorally At-Risk Children From Head Start Preschools

Katie C. Hart, William E. Pelham, Gregory A. Fabiano, Greta M. Massetti

Kindergarten transitional services for behaviorally at-risk Head Start preschoolers will be developed, implemented, and evaluated. Children at high risk for problematic transitions to kindergarten will be randomly assigned to one of two groups. Group 1 children receive 4 weeks of intensive kindergarten readiness services over the summer, and their caregivers are invited to attend 8 weekly parent transitional workshops. Group 2 families are only invited to attend the 8 weekly parent transitional workshops. Parent transition services will be offered throughout the kindergarten year for both groups. Children's transition to kindergarten and caregivers' involvement in the transition will be evaluated.

T5

A Population Study of the Protective Benefit of Head Start in the Context of Early Risks and School Transitions

Whitney LeBoeuf

A citywide integrated data system was used to answer two primary research questions. First, what are the unique influences of child maltreatment, homelessness, high lead exposure, and low maternal education on academic and behavioral adjustment for an entire cohort of children entering kindergarten in a large, urban

school district? Second, is there a protective benefit of having a Head Start experience for academic and behavior adjustment among children experiencing these early risk factors? Future analyses will examine whether Head Start has a protective benefit for these children through the end of first grade.

T6

Home and School Early Literacy Experiences of Latino Children in a Bilingual Head Start

Adina Schick, Gigliana Melzi

The continuities and discontinuities between home and school literacy experiences of Latino dual-language learners enrolled in bilingual Head Start classrooms are explored. Using an adaptation of the FACES surveys and an observational measure of parent-child and teacher-class book sharing interactions, literacy practices of parents and teachers of Latino children in a bilingual Head Start center will be investigated to determine the extent to which these practices are continuous (or aligned). Findings will suggest ways that Head Start programs serving children from Latino backgrounds might help support their early literacy skills and overall academic achievement.

T7

Fathers' Parenting Interactions With Children Checklist of Observations Linked to Outcomes (PICCOLO-D): Developing a Measure for Head Start Practitioners to Use With Fathers

Sheila Anderson, Lori Roggman, Gina A. Cook

To promote father contributions to child development outcomes, Head Start/Early Head Start programs need a valid and reliable measure of positive father-child interaction linked to child outcomes. This project will develop a valid, reliable measure of father-child interaction that predicts child outcomes, identifies fathers' strengths, and meets the needs of programs trying to

promote father involvement. The PICCOLO-D Checklist of father interactive behaviors will be developed based on the literature on father-child interactions and validated using archived video clips of father-child interaction observations. Once developed, it will be pilot field-tested with a local Head Start program.

T8

An Investigation of Parenting Traits, Parenting Behaviors, and Children's Social Competence in a Sample of Chinese Head Start Families

Katherine Cheung

The purpose of this study is to provide a deeper understanding of the cultural context of parenting and its implications for low-income Chinese children's social competence, while taking into account important within-group variability. Specifically, variability within Chinese parenting practices will be identified, within-group variation of individual personality traits of Chinese parents will be described, and the relationship between Chinese parents' traits, Chinese parenting practices, and children's social competence will be examined. Results from this study will be relevant for building the cultural competence of Head Start staff to provide culturally relevant services (e.g., culturally informed parenting programs) to Chinese families.

T9

Adapting an Evidence-Based Intervention to Improve Social and Behavioral Competence in Head Start Children: Evaluating the Effectiveness of Teacher-Child Interaction Training

Christopher Campbell, Elaine K. Martin, Tiffany West, Grace S. Hubel, Mary Fran Flood, David J. Hansen

Sixteen to 30% of Head Start children exhibit ongoing conduct problems. Head Start children are also more likely to enter school with significant deficits in social-emotional readiness, with as

many as 40% demonstrating delays in social competencies and communication abilities. These early deficits can persist and widen as children progress in school. This study implements and evaluates the sustained efficacy of the Teacher-Child Interaction Training (TCIT) program, an empirically based, cost-effective, and short-term teacher training program designed to help Head Start teachers work with conduct problems and improve the social and behavioral competence of Head Start children.

T10

Instructional and Emotional Quality of Parent-Child Book Reading and Early Head Start Children's Learning Outcomes

Keely D. Cline, Carolyn Pope Edwards

The primary objective of this study was to understand how two dimensions of book-reading quality (instructional and emotional) relate to Early Head Start children's learning. The hypotheses that the instructional and emotional quality of book reading relates to and interacts with infants' and toddlers' cognitive (as measured by the Bayley Scales of Infant Development) and language (as measured by the Preschool Language Scale - IV and Preschool Language Scale - IV Spanish) outcomes were tested using a sample of 81 parents and their children from four rural, Midwest counties.

T11

Participation and Outcomes in a Residential Parenting Program for Incarcerated Mothers and Their Babies

Marie-Celeste Condon

Understanding the experiences of mothers with criminal justice histories is an increasingly important piece of understanding how family and social contexts shape young children's development in the United States. Inmate mothers, corrections officers, Early Head Start professionals, healthcare providers, and community volunteers collaborated in Participatory Action Research in a

residential parenting program in a women's prison. Patterns of participation and outcomes for more than 200 mothers from 1999 to 2009 will be reported. Participants will offer recommendations for policy and practice.

T12

Central American Mothers' Long- and Short-Term Goals for Their Children in Head Start

Nicole Denmark, Brenda Jones Harden

Mothers' goals for their children can provide insight into maternal behavior and children's skills in preschool. In this study, 60 mothers who emigrated from El Salvador, Guatemala, Honduras, or Nicaragua, and whose children were enrolled in Head Start/free PreK were interviewed concerning their long- and short-term goals for their children in the context of school and home. Goals were categorized using a data-driven approach. Mothers' emphases on certain goals, and the variations in goals by context and by duration, are outlined. The implications of this study for Head Start practice with Central American immigrant mothers and their children are discussed.

T13

Information Book Read-Alouds and Preschoolers' Vocabulary Learning and Pretend-Reading Discourse

Jennifer DiBara Crandell

The relationship between the genre of picture books read to children (fiction or nonfiction) by their teachers and Head Start preschoolers' vocabulary and pretend-reading skills is examined. Results suggest that when vocabulary instruction is embedded in read-alouds and extension activities, the genre in which the word is introduced does not matter. However, if the child's only exposure to words is during read-alouds, children learn slightly more words from fiction than nonfiction books. Also, children's pretend readings demonstrate an emergent understanding of genre. This suggests that preschool children may benefit from thematic instruction using nonfiction books.

T14

Head Start in a Changing Policy Context: How Teacher Input Improves Professional Development

Meghan M. Fitzgerald, Sharon Lynn Kagan

The professional development experiences of 67 Head Start teachers, teacher assistants, and education directors employed at three sites representing medium-, medium high-, and high-quality program ratings are explored. Both program data and participants' perception data are gathered. The methods include documents and records review, three education director interviews, an all-instructional staff survey, and teacher and teacher assistant focus group sessions. Each nonsystemic to systemic professional development approach is described using the variables of organization, duration, content, strategies, and procedures. Program quality ratings were found to be indicative of the staff's perceptions of professional development.

T15

Fighting Bias With Statistics: Applying DIF and DDF to Detect Gender Differences in Responses to Items on a Preschool Science Assessment

Ariela C. Greenberg, Daryl B. Greenfield, Randall D. Penfield

This study examined gender differences in the probability of correct response using differential item functioning (DIF) and differential distractor functioning (DDF) in picture-based, multiple-choice items on a preschool science assessment administered to 500 Head Start children. Results identified 11 items that required an expert panel review and interviews with 50 additional children to determine possible reasons for potential item bias. This mixed-method study incorporates emerging psychometric techniques and early childhood test development and validation.

T16

Executive Functions and Approaches to Learning: Relationships to School Readiness in Head Start Preschoolers

Virginia Vitiello, Daryl B. Greenfield

The contributions of executive functions and approaches to learning to academic school readiness were examined. Four-year-old children in Head Start were assessed on measures of executive functions, approaches to learning (using a teacher rating scale and classroom observation), and school readiness. Results showed that both variables independently predicted school readiness scores. Furthermore, approaches to learning partially mediated relationships between executive functions and school readiness. Implications for future research and practice are discussed.

Pre-Reading, Reading Skills, Language, and Literacy Development

T17

Predicting Kindergarten Scores in Emergent Literacy: PreK Background Makes a Difference

Jeanette McCollum, Rosa Santos

Kindergarten scores of graduates of an Early Reading First (ERF) project were compared to those of three comparison groups (district PreK, Head Start, no PreK). ERF graduates had consistently higher scores across all measures at fall, winter, and spring testing times, with one or more significant differences at each point. The study points to the need for an explicit focus on emergent literacy, and for professional development to support that focus.

T18

Concurrent and Longitudinal Relations Among Children's Literacy Interest and Code-Related Skills

Alison Baroody, Karen Diamond

The relationship between literacy interest and code-related skills was examined in a sample of 80 preschoolers from low-income families. Preschoolers were assessed on code-related skills and asked about their literacy interest in the fall and spring of preschool and spring of kindergarten. Preschool fall interest was positively associated with later interest and some code-related skills at each time point. Findings suggest that interest may be a protective factor for children from low-income families.

T19

Fall Letter Naming as a Predictor of End-of-Kindergarten Scores in Emergent Literacy

Tweety Yates, Jeanette McCollum

Results of an analysis of relationships among emergent literacy scores in the fall and spring of kindergarten are presented. Of the three areas of emergent literacy measured in the fall, letter-naming fluency was the best emergent literacy predictor of the four spring scores measured. Implications for kindergarten teaching and for research are explored.

T20

Head Start Teachers' Pedagogical Content Knowledge in Emergent Literacy

Katie Schmidt Raher

Sixty Head Start teachers participated in a survey to assess their pedagogical content knowledge across emergent literacy domains known to foster children's future reading acquisition. A

wide range of knowledge was found in participants, with certain concepts found to be widely known and others rarely mastered. The need for professional development in certain instructional domains is discussed. Regression analyses also suggest that teachers' pedagogical content knowledge is unrelated to other teacher quality variables.

T21

Closing the Achievement Gap Among At-Risk Children: The Meaningful Cycle of Progress Monitoring and Coaching

Susan Kimmel, Priscilla Griffith

Early literacy research conducted in 11 Head Start classrooms (2005–2009) is presented. The data clearly support significant increases in child outcomes when progress monitoring and coaching are used in tandem to accelerate learning. The model used in this research is presented and discussion is facilitated, supported by video clips of the coaches working in the classrooms.

T22

Language and Literacy Development in the Context of Rural Poverty

Sky Marietta

Using participant observation and interviews, an exploration was made of how young children in a remote community in Appalachia develop oral language and early literacy skills at home and in the community. Findings indicate that large family networks play a central role in the lives of children, who participate with adult kin in conversations. Understanding these cultural patterns around language socialization may help tailor interventions to the needs of specific low-income students and communities.

T23

“Let’s Navigate to Lunch!”: Children Demonstrating Knowledge of Newly Learned Vocabulary

Andrea DeBruin-Parecki, Kathryn Squibb

Interactive storybook reading in the preschool classroom is widely recognized as an effective way to increase the vocabulary of young children. In this exploratory case study in a low-income, 4-year-old classroom, children were taught 56 rare words during a 10-week comprehension strategy development intervention. Data that emerged from field notes, teacher interviews, and vocabulary testing describes children learning through conversation about meanings of new words in a variety of contexts, both spontaneously and in academic tasks.

T24

Using Family and Home Literacy Factors to Predict Head Start Students’ Early Literacy and Language Skills

Christopher Chin, Cassidy Arnold, Courtney Carter

This study further investigates Bracken and Fischel’s (2008) research. Children enrolled in Head Start or state-funded preschool programs were assessed to evaluate their language and emergent literacy skills. Parent data was also collected concerning the home literacy environment. Analysis focuses on the relationship between family reading behavior factors and children’s language and emergent literacy skills after accounting for the variance associated with demographic variables.

T25

Child-by-Instruction Interaction Effects During Shared Book Reading in Head Start Classrooms

Annemarie Hindman, Barbara Wasik, Amber Erhart

Child-by-instruction interaction effects in shared book reading

interactions in Head Start classrooms were explored. Participants included 358 preschoolers and their 19 teachers. Analyses suggest that teachers used both contextualized and decontextualized talk in discussing the books. Contextualized talk was most strongly related to vocabulary learning among children with lower initial vocabulary skills, whereas decontextualized talk was most strongly related to vocabulary among children with the highest initial vocabulary skills.

T26

Learning Outcomes of Preschool Children Selected for Intensive Instruction

Angel Fettig

End-of-year results were examined for children identified as needing intensive (Tier 2) intervention based on pretest results. Procedures for selecting children and providing intensive small group intervention are described. Results for these children are compared to their classroom peers on post scores and gain scores across areas of emergent literacy. Patterns across areas of gain are also explored.

T27

Children's Name Writing and Emergent Reading Skills: Concurrent and Longitudinal Associations

Alison Baroody, Patrick O'Leary, Amy Carey, Karen Diamond, Douglas Powell

Relationships between writing and emergent reading were examined in 95 preschoolers. Writing was assessed during preschool and emergent reading was measured into kindergarten. Writing was related to emergent reading concurrently and longitudinally. Furthermore, children who learned to write their names in preschool made larger gains in emergent reading. This suggests that writing and emergent reading are interconnected, and that learning to write one's name may provide children with another avenue for learning letters and sounds.

T28

Vocabulary Learning in Head Start Classrooms: Effects of a Shared Book Reading and Teaching Intervention

Autumn B. Wyant, Mary Wagner Fuhs, Jeanne D. Day

How much, if any, shared book reading helps to boost vocabulary learning of children attending Head Start over and above an activity-based explicit instruction intervention was studied. Results indicate that while shared book reading does not necessarily enhance children's ability to label a picture or choose a target word's correct referent, it does seem to improve children's deeper knowledge and understanding of new vocabulary words. Applications for Head Start teacher practices are discussed.

T29

Comparison of Child Care Programs for Children From Low-Income Families

Ummuhan Yesil-Dagli

Using the Early Childhood Longitudinal Study-Birth Cohort, this study (a) examines the nature, scope, and quality of child care programs used by low-income families, (b) identifies the family factors that influence child care choice, and (c) investigates how attendance at various types of preschool programs predict language and literacy skills. Results provide scientific evidence to policy makers to revisit the standards, licensure, and training for child care programs, and to evaluate federal and state expenditures.

T30

A Study of Peer Effects on Children's Language Development in Linguistically Diverse Preschools

Yange Xue, Sally Atkins-Burnett, Nikki Aikens

Associations between Peer Expressive Language Abilities (PELA) and children's expressive language skills were studied in an ethnically and linguistically diverse sample of 4-year-olds who attended universal preschool programs in a metropolitan area.

Higher PELA was associated with higher expressive language skills regardless of children's entering ability. Greater variation in PELA was also associated with higher expressive language skills. The association was stronger for children with higher entering ability. Implications of these findings are discussed.

T31

Part-Term Learning of Preschool Children With Low Socioeconomic Status

Elizabeth Spencer

The word learning of preschool children with low SES was examined. As a group, preschool children with low SES have limited vocabulary compared to peers with middle/high SES. Participants completed standard measures of vocabulary and a word-learning task focused on part terms (e.g., abdomen of a frog). Participants' performance and the relation of receptive vocabulary knowledge to performance on the word-learning task are discussed.

T32

Implications of Home and Child Care Environment Quality on Children's Receptive Language: Exploring Data From the Family Life Project

Amanda Huff, Lynne Vernon-Feagans, Mary Bratsch, Alison DeMarco

The quality of home and child care environments impacts early childhood language development. A sample of 208 families who had children in child care at 6, 15, and 24 months of age was drawn from the Family Life Project, and child receptive vocabulary was assessed at 35 months. For this lower income sample, results are consistent with prior research that both home and child care quality have significant impacts on child receptive language.

T33

Second Grade Reading Comprehension and Early Environmental Supports: Does Timing Matter?

Gina Cook, Lori Roggman

Without the ability to read and comprehend text, all aspects of schooling become progressively more difficult. Low-income children face increased risks of reading delays. Whether the timing of early environmental supports matter for children's language and reading development was tested. The results show that the impact of early environmental predictors and the importance of timing on reading success for children at risk for reading problems do matter.

T34

Using Book Reading and Story Enactment to Promote Theory of Mind for Low-Income Preschoolers

Carolyn Brockmeyer, Ageliki Nicolopoulou

This project examined whether a book-reading intervention can promote theory of mind (ToM) for low-income preschoolers. An investigation was also conducted on whether mental-state focus is necessary for books to affect ToM, and whether story enactment further promotes ToM. Results indicate that all interactive book reading is effective in advancing ToM, and that story enactment augments these effects. Findings provide insight on the promotion of ToM for low-income children at risk for ToM delays. Implications for transition to school are discussed.

T35

The Nature of Low-Income Parents' Extra-Textual Utterances During Shared Book Reading and Its Contribution to Early Literacy and Language Skills of Head Start Children

Seung-Hee Son, Matthew Poes, Maria Tineo

Shared book reading may entail more than reading the text aloud; it may include discussing the book (meaning-focused talk) or

explicit/implicit teaching of codes (code-focused talk). Specific practices of low-income parents when reading books to their preschoolers were observed. The pattern of parental utterances and its unique predictability of children's literacy and language were examined. Factor analysis indicated three distinct utterance groups, while regression analysis found similar associations to language and literacy development.

T36

The Validity and Utility of the Child Observation Record (COR) for Assessing the Early Language and Literacy Skills of Head Start Children

Christopher Chin, Cynthia Hutchinson, Courtney Carter

This study evaluated the usefulness of indirect assessments, in combination with direct assessments, of language and literacy skills in preschool settings for progress monitoring and instructional planning. Direct assessments were administered to children enrolled in Head Start to evaluate language and literacy skills. COR data was collected from trained Head Start teachers. Analysis focused on the validity and utility of the COR as a measure of early language and literacy skills.

T37

Benefits of an Early Literacy Preschool Intervention: Follow-Up Findings in Kindergarten

Allison Osborn, Helen H. Raikes, Lisa Knoche

Follow-up findings are reported for kindergarten children who participated in an intensive, multisystemic language and literacy intervention during preschool. Results showed significant differences between intervention children and other kindergarten entrants in special education, Limited English Proficiency (LEP), and early literacy Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measures, particularly early and midway through the school year, and particularly among Hispanic children. Implications for research, policy, and practice are discussed.

Parent-Child Interactions

T38

Stylistic Differences in Book Reading Among English- and Spanish-Reading Latino Caregivers and Their Toddlers

Patricia H. Manz, Catherine Bracaliello, Allison Ash, Vanessa J. Pressimone, Cesar Zuniga, Pamela Williams

Cultural differences in caregivers' book-reading styles are gaining attention in research. For instance, among Latino caregivers, acculturation and SES have been associated with differences. Whether Latino caregivers' book-reading styles vary according to their preferred language (e.g., English or Spanish) for reading with their toddlers was studied. Findings are presented from an analysis of 40 caregiver-child dyads (20 English-reading, 20 Spanish-reading). Implications for developing culturally responsive, shared reading interventions are discussed.

T39

Caregiver-Toddler Language Interactions in the Latino, Bilingual Home Language Environment: An Exploration of Input Consistency and Oral Language Outcomes

Vanessa J. Pressimone, Patricia H. Manz

Young Latino children disproportionately reside in low-income homes, heightening their risk for language-development and literacy deficits. The language input pattern, including in-home bilingualism, experienced by young children may shape their initial language development. Findings are presented from an examination of the consistency of language input delivered by Latino, low-income caregivers to their toddlers and its influence on the children's oral language skills.

T40

Investigating Time Management and Organization Across Head Start Families: Implications for Understanding High Versus Low Levels of In-Home Parent Involvement

Heather Wallace, Nancy Thomas, Renee Hauge, Suzanne Inman, Joyce Farmer, Sandra Twardosz

Although Head Start recognizes and supports parents as playing a crucial role in their child's education and development, some families report struggling to find time to engage in In-Home Parent Involvement (IHPI) activities that reinforce curricular concepts. Based on information from focus group discussions, time management and organization strategies, and the supports and barriers to each, were identified and compared across Head Start families identified as having either high or low IHPI.

T41

The Longitudinal Impact of Residential Mobility on Parenting Behaviors in Rural African American Families

Amanda Clincy, Lorraine Taylor, Martha Cox, Vonnie McLoyd, the Family Life Project Key Investigators

A sample of 433 African American primary caregivers was drawn from the Family Life Project. The longitudinal direct and indirect impacts of residential mobility on parental psychological distress and parenting behaviors were explored. Results indicate that residential mobility, while not directly affecting parenting, has an indirect effect on distress through increases in economic strain. Furthermore, higher neighborhood cohesion was related to lower distress. The implications of these findings and limitations are discussed.

T42

The Motive Behind the Method: Parenting Styles Among Low-Income African American Mothers

Mona Taylor, Robin Jarrett, Mary Francois-Roach

Conceptualizing parenting styles among low-income, inner-city African American families and their impact on child development remains an issue of debate. The subcultural and contextual components of parenting styles were explored. Using qualitative interviews with low-income, African American mothers of Head Start children who live in inner-city neighborhoods, parenting beliefs, goals, practices, and child outcomes and their relationship to neighborhood climate were examined. The substantive, theoretical, and applied implications of the research are considered.

T43

Does Early HOME Stimulation Moderate the Impacts of Early Head Start Programming?

Robert H. Bradley, Lorraine McKelvey, Leanne Whiteside-Mansell

Studies of early education are beginning to elucidate the critical processes for promoting school readiness. How cognitive stimulation in the home interacts with participation in Early Head Start to determine development at ages 3 and 5 was investigated. Data are from the Early Head Start National Evaluation, a randomized trial of 3,001 children and families. Results showed that program participation in a home-based component might partially offset low levels of maternal stimulation.

T44

Differential Influences of Grandmothers and Fathers on Social Adjustment Among Economically Disadvantaged Preschoolers

Melissa A. Barnett, Laura Scaramella, Kristin Callahan, Lucy McGoron, Nikole Dominique

Family relationships, including those with nonmaternal caregivers, influence children's socioemotional development. Child adjustment in families in which mothers identify grandmothers or fathers as secondary caregivers was examined in a sample of children attending Head Start. Preliminary findings suggest that preschoolers with father secondary caregivers exhibit higher social competence and lower externalizing and internalizing symptoms than preschoolers with grandmother secondary caregivers. The implications for father involvement and family support programs are discussed.

T45

Mother-Father and Mother-Grandmother Coparenting: Implications for Maternal Parenting Efficacy

Melissa A. Barnett, Laura Scaramella, Lucy McGoron, Kristin Callahan, Nikole Dominique

The coparenting relationship may be an important intervention target. However, little is known about associations between coparenting and mother parenting in low-income samples that include father or grandmother coparents. Whether the relationship between coparenting and maternal parenting efficacy differs in families with father and grandmother coparents is examined. Preliminary results suggest coparenting cooperation with father coparents only is positively linked to maternal parenting efficacy. The implications for parenting and family support programs are discussed.

T46

A Look Into the Black Box of Home Visiting: Investigating the Mediating Effects of Family Involvement on Child Oral Language Outcomes

Catherine Bracaliello, Patricia H. Manz, Allison Ash, Vanessa J. Pressimone

Findings are presented from a research study evaluating a home visiting program (Parent-Child Home Program) for low-income, ethnic minority families. Although initial evaluation studies are favorable, research examining the processes mediating home visiting's effects on child outcomes is critical to informing policy and program development. The present research seeks to determine whether the relationships between home visiting components (quantity and quality) and children's expressive/receptive oral language skills are mediated by family involvement.

T47

Mothers' Goals for Their 3-Year-Old Children: Ethnic and Demographic Variation

Yana Kuchirko, Irene Wu, Cristina Hunter, Catherine S. Tamis-LeMonda

Low-income mothers of 3-year-olds (65 Mexican, 65 Dominican, and 61 African American) ranked 21 child qualities in order of importance. Although all mothers were similar in their ranking of certain child qualities (e.g., "work hard at school" and "honesty" were highly important), mothers' rankings for other qualities (e.g., self-esteem, leadership, obedience) varied across ethnicity and demographics (e.g., years in the United States, education). Mothers' goals for children are shaped by culture and context.

T48

Shared Reading Among At-Risk, Low-SES, Urban Latino Families From Birth to 24 Months: A Comprehensive Study

Samantha Berkule-Silberman, Benard Dreyer, Lesley Morrow, Carolyn Brockmeyer, Jenny Arevalo, Alan Mendelsohn

Shared reading experiences have a crucial impact on development. There has been limited study of early reading attitudes, resources, behaviors, and trajectories among at-risk families. Better understanding of factors associated with these attitudes would facilitate pediatricians' provision of anticipatory guidance. A comprehensive study was made of low-SES, Latino mother-child dyads enrolled in an urban public hospital. Mothers' reading attitudes, resources, and behaviors from birth to 24 months were examined cross-sectionally and longitudinally.

T49

The Effects of Maternal Behaviors and Styles on the Development of Self-Assertion, Self-Regulation, Compliance, and Noncompliance in Latino Toddlers

Raquel Plotka, Nancy A. Busch-Rossnagel

Mothers have an impact on the way children learn to balance their needs to exert self-assertion and self-regulation, and this impact might differ in different cultural environments. Whether maternal control behaviors and maternal parenting styles were associated with levels of self-assertion, self-regulation, compliance, and noncompliance was assessed in a sample of 40 Latino toddlers. The results add to the body of literature investigating the role of parenting in Latino children.

T50

Pathways to Toddlers' Externalizing and Prosocial Behavior: The Effects of Mother's Proximal Harsh and Supportive Parenting

Sandra Henderson, Laura Scaramella

Externalizing behavior is stable as early as age 2 and is a precursor to many negative developmental outcomes. Few studies have examined the proximal effect of observed mother's parenting on children's aggression. Two waves of data were collected on 2-year-old children's emotional reactivity, externalizing behavior, social competence, and mother's parenting. Results lend support to a transactional model of parent-child interaction early in development that can be linked to children's aggressive and prosocial behaviors.

T51

Early Head Start and Parent Engagement: Does Child Age at Program Entry Differentially Contribute to Changes in Observed Parenting Behaviors?

Keely D. Cline, Lisa Knoche, Mariel Sparr, Kevin Kupzyk, Sandra Plata-Potter

How the age at which children entered Early Head Start differentially contributed to the rate of change in observed parenting behaviors in Early Head Start families was explored. Participants for this study included 141 infants/toddlers and their primary caregivers involved in a longitudinal intervention to promote parental engagement and school readiness. Preliminary findings indicate that age of entry does differentially contribute to changes in parenting behaviors.

T52

Cultural Patterns of Mother-Child Communication at 1 and 2 Years

Irene Wu, Yana Kuchirko, Cristina Hunter, Catherine S. Tamis-LeMonda

Mother-infant interactions were videotaped during three tasks (sharing number books, sharing emotion books, sharing beads) at two ages (14 and 24 months) in a sample of 223 Mexican, Dominican, and African American families. Different forms of communication (gaze, touch, language) were coded and analyzed across ethnicity, age, and task. Both mothers' and infants' communicative behaviors changed over time and with task demands, and ethnic differences were found for all three modes of communication.

T53

The Effect of Mother-Child Activities on Child Development

Irene Wu, Ashley Smith, May Ling Halim, Yana Kuchirko

The effects of mother-child activities and children's development in low-income, ethnically diverse families are discussed. Mothers were interviewed about the activities they engaged in with their children, and the children's language and cognition were assessed. Results showed ethnic differences in the activities mothers engaged in with their children. Findings also suggest that the frequency with which children are exposed to language-related activities at an early age shapes their language development later in life.

T54

An Emic Approach to Defining Family Involvement Among Latino Head Start Parents

Christine McWayne, Gigliana Melzi, Joy Kennedy, Laura Price, Kevin Mundt, Adina Schick

An innovative research project currently under way that will lead to the development of a culturally relevant, parent-derived, paper-pencil measure of family involvement for low-income, Latino parents of preschool children is outlined. Through both qualitative and quantitative methodology, participants are involved in the development and validation of this new measure, which can be used to inform both the research and practice of understanding parenting in the context of culture and community.

T55

Creating a Parent-Derived, Strengths-Based Observational Measure for African American Head Start Parents: Preliminary Findings

Christine McWayne, Jacqueline Mattis, Linnie Green Wright, Carolyn Watson, Melissa Kull, Katie Kirkinis, Shelby Samuel

An innovative line of research is described that works in partnership with low-income African American parents (fathers and mothers) of Head Start children to develop a culturally relevant, parent-derived observational measure of positive parenting. Using videotaped parent-child interactions and a reflective interview in which parents guide the discussion about their own behavioral choices, an is made to develop a tool that reflects the goals, intentions, and meanings of parents.

T56

Empowering African American and Latino Parents: A Parenting Intervention Conducted in Head Start Programs**Angela Sheely-Moore, Peggy Ceballos**

With the propensity of African American and Latino children to be at higher risk for academic failure due to their disproportionate rate of school discipline problems compared to their peers, school counselors are challenged to provide culturally and developmentally responsive services for these populations. Outcome research findings are presented on the effects of Child Parent Relationship Training for African American and Latino children enrolled in Head Start who were referred for school counseling services.

T57

The Relationship Between Parental Experience With Child Care and Cognitive Stimulation at Home**Danielle Baran, Laura Pittman**

Parent-provider partnerships in child care have received some research support for promotion of parental behavior. Little is known about how child care experiences affect at-home parental behavior. Using data from Welfare, Children, and Families: A Three-City Study, parental reports of their child care experience were used to predict parental behavior. Results indicate accessibility is related to cognitive stimulation and guidance, whereas satisfaction is important for abstract thinking. Further analyses suggest differences for families using home-based and center-based child care.

T58

Leveraging Child Health Care to Promote Responsive Parenting and School Readiness: 24- and 36-Month Findings From the Video Interaction Project**Alan Mendelsohn, Samantha Berkule-Silberman, Lesley Morrow, Catherine S. Tamis-LeMonda, Carolyn Brockmeyer, Harris Huberman, Denise Serrato, Benard Dreyer**

This study examines whether a parenting intervention (Video Interaction Project) implemented in pediatric primary health care, using videotaped interactions to enhance dyadic play and shared reading, reduces poverty-related disparities in early child development and school readiness. Robust, positive impacts were found related to responsive parenting and child development, including language and social-emotional development and early intervention services. Integration into health care provides opportunities for low-cost and widespread dissemination, while complementing Head Start programs.

T59

A Look at Parental Attention Commands During Shared Book Reading and Head Start Children's Language and Literacy Outcomes**Maria Tineo, Seung-Hee Son, Matthew Poes**

Parents' attention commands in shared book reading at home are examined as predictors of children's language and literacy outcomes. An at-home observation was made of alphabet rhyming storybook readings of 35 low-income preschoolers with their parents, and the preschoolers' language and literacy skills were tested at school. Implications of the findings for children's attention skills and their school readiness are discussed, as well as implications for early home intervention.

Screening, Assessment, and Evaluation

T60

Use of Paid Child Care Health Consultants and Provision of Health Services Among Head Start and Non-Head Start Centers

Heather Hanna, Rahel Mathews

This national telephone survey of 1,822 child care directors suggests usage patterns of paid Child Care Health Consultants (CCHCs) among Head Start and non-Head Start centers, as well as their provision of health-related services for children. Head Start centers using a paid CCHC are significantly more likely to engage in health monitoring and assessment than centers that do not employ a CCHC, and the same pattern is true for non-Head Start centers.

T61

Understanding Parent Reports of Children's Attention Behaviors: Role of Children's Attention Skills, Temperament, and Home Chaos

Danielle Brown, Tara Weatherholt, Barbara Burns

Parent reports of attention problems are a key component in diagnosing ADHD. Multiple predictors of parent reports were investigated. Attention network skills, temperament, and home environment were found to be additive and predictive. Higher ratings of attention problems were predicted by lower executive network skills, lower effortful control, higher extraversion and negative affect, and higher home chaos. Implications for intervention, research, and diagnoses of attention problems are discussed.

T62

Establishing Inter-Rater Reliability of an Authentic Assessment System in Head Start Classrooms

Jovanna Rohs, Sue Vartuli, Carol Bolz, Liz Smith

How reliable is authentic assessment, specifically child portfolios, in measuring child outcomes? This question was explored in response to the standards-based movement at all grade levels, including preschool, and the need to establish a reliable form of authentic assessment for young children. A process-focused study that included 17 education coordinators and 95 teachers was done, and revealed 1 method of looking at inter-rater reliability using Krippendorff's alpha (α).

T63

Head Start Teachers' Assessment Beliefs, Knowledge, and Implementation Practices Related to the Wisconsin Model Early Learning Standards: Teaching Cycle

Michelyn Butler, Maribeth Gettinger

This study examined Wisconsin Head Start teachers' and administrators' beliefs about assessment as well as teachers' knowledge, implementation, and professional training of assessment and instructional practices from their perspective and that of their administrators. Data was collected through administration of a survey, Wisconsin Head Start Assessment Practices, developed by the researcher. Analysis includes use of descriptive statistics, dependent t-tests, and Pearson Product-Moment correlations.

T64**Making Early Childhood Assessment Easier and More Accurate: Findings From a Pilot of Assessment Activities****Kelly Boyle, Jeffrey Capizzano**

A set of activities designed to help teachers make systematic, meaningful observations of children to inform their decisions on an observation-based assessment tool were evaluated. When teachers used the activities as part of the assessment process, the process became more manageable. There is initial evidence that use of the activities improved concurrent validity between the observation-based assessment and a standardized assessment. Child and program characteristics significantly impacted the concurrent validity between the two assessments.

T65**Parent-Completed Developmental Screening: Revision of the Ages and Stages Questionnaires****Jane Squires, Elizabeth Twombly**

To ensure accurate early screening outcomes, the Ages and Stages Questionnaire was recently revised, a new standardization sample collected, and psychometric studies conducted. Data suggest a valid and reliable system, using a normative sample of 15,000 children. Sensitivity and specificity outcomes were .86, indicating high accuracy in identifying children at risk. Reliability was strong, with coefficient alpha ranging from .51 to .87. Inter-rater reliability agreement between parents and professionals was .93 on questionnaire classifications (i.e., risk/typical). Test-retest reliability was .92.

T66**Using Strength-Based Assessment to Determine the Effectiveness of Mental Health Interventions in Head Start Children****Justin Barterian, John Carlson**

An investigation was made of the level of protective factors and behavior concern for children identified as at risk in a Head Start population after receiving mental health consultation services. Factors were examined using teacher ratings on the Devereux Early Childhood Assessment (LeBuffe and Naglieri, 1999). Use of a dual model of mental health in the identification of at-risk students and evaluation of intervention outcomes is examined.

T67**Teacher-Researcher Collaboration in the Development of a School Readiness Survey****Tricia Giovacco-Johnson, Michelle Buchanan**

Innovative collaborative research approaches were used to create a survey of school readiness for statewide use in Wyoming. A multiyear partnership between the Wyoming Department of Education, University of Wyoming, and early childhood and kindergarten teachers provided many opportunities for conversations that contributed to the development of a school readiness survey. The Instructional Foundations for Kindergarten Survey is unique in its construction and usefulness in supporting children transitioning from early childhood to kindergarten programs.

T68**The Validity of Protective Factors for Predicting Behavioral Concerns of Preschoolers Across the School Year****Paul LeBuffe, Christopher Hughes, Rachel Sperry**

A core tenet of resilience theory is that protective factors decrease

the likelihood of negative outcomes such as challenging behaviors. However, few studies, especially in preschool-aged children, have provided evidence for this assertion. Evidence is provided for the validity of a measure of children's protective factors in predicting the development of behavioral concerns across the school year. The implications of these findings for screening and primary prevention are stressed.

T69

Devereux Early Childhood Assessment for Infants and Toddlers Spanish Equivalency Study

Christi Ali, Mary Mackrain, Paul LeBuffe

The Devereux Early Childhood Assessment for Infants and Toddlers (DECA-I/T) is a standardized, norm-referenced, strength-based behavior rating scale that assesses protective factors in very young children (4 weeks up to 36 months). The DECA-I/T was translated into Spanish, and the results of the Spanish-English Equivalency Study are reported. The correlations of the English and Spanish DECA-I/T were found to be significant.

T70

Creating a Statewide Online Child Assessment System: Can Data Quality Be Monitored and Maintained?

Nikki Kovan, Amber Hays, Amy Susman-Stillman, Kelly Gayle

There are many challenges to implementing early childhood assessment in early care and education settings. The 2-year process through which a Head Start association created a statewide online child assessment system, developed a process for monitoring the fidelity of the assessment process and the quality of the data, and began to implement the monitoring process is described. Initial findings suggest data quality needs improvement. Implications for using assessment data are discussed.

T71

Supporting Infant and Young Child Resilience Consistency of Protective Factor Measurement in the DECA Assessments for Infants, Toddlers, and Preschoolers

Mary Mackrain, Paul LeBuffe

Programs need to measure and support young children's protective factors. A convergent validity study was done across three social-emotional assessments that cover the age span of 4 weeks through 5 years. The study was intended to garner evidence showing all three instruments measure protective factors similarly so they could be recommended for programs serving children 0–5 years. Results show the instruments can be used across the 0–5 span to measure protective factors accurately.

Teacher-Child Interactions

T72

Relation of Teachers' Linguistic Responsiveness to Children's Language and Literacy Outcomes

Mary Cockburn, Douglas Powell

Head Start teachers' linguistically responsive utterances during circle time activities were investigated while considering contextual variables. Verbatim transcripts were used to analyze teachers' talk at the utterance level. Repeating or rephrasing a child's utterance (confirmatory continuations) explained the greatest variance in growth in children's receptive vocabulary and understanding of print concepts across the school year. There was considerable variation across teachers in the use of code-focused and scaffolding utterances.

T73

Promoting Evidence-Based Practices in Supporting Social-Emotional Development for At-Risk Preschoolers**Hsiang-Yeh Ho**

The changes of teacher practices in supporting social-emotional development and its association with child outcomes among at-risk preschoolers were examined. Findings suggest that improving in-teacher practices predicts a decrease in problem behaviors. The role of child race on child outcomes is also discussed.

T74

Using a Multi-Agent Perspective to Examine Child-Teacher Relationships in Preschool**Jennifer Vu**

Relationships between 77 Mexican-heritage, preschool-aged children and their teachers were studied using three different viewpoints: (a) the child, (b) teacher, and (c) an independent observer. Some, but not complete, concordance was found between the three perspectives, which points to the need to consider reasons for differences in perceptions. By exploring the same relationship from different viewpoints, it is possible to gain a more comprehensive picture of the child-teacher relationship.

T75

A Mixed Methods Examination of Preschoolers' Center Time Activities and the Role of Classroom Quality**Kate Paxton, Claire Ponitz, Whitney Hinnant**

A mixed methods approach was used to examine preschoolers' activities during center time (unstructured play) in four Head Start classrooms. Researchers rated children's engagement with peers, teachers, and activities, and wrote qualitative notes summarizing the observation. In addition, they rated classroom quality, defined as overall observed teacher-child interactions. Findings indicate, with specificity, that children appeared happier and more

often engaged in learning opportunities during center time in classrooms characterized by higher quality.

T76

The Moderating Role of Emotional Support on Externalizing Behavior in a Preschool Head Start Program**Stacy Grossman, Carroll E. Izard, Kristy Finlon, Elizabeth Woodburn, Judith K. Morgan, Stephanie Krauthamer Ewing, Adina M. Seidenfeld**

Children with externalizing problems are at risk for later psychopathology. Identifying predictors of these problems is crucial for developing preventive interventions. Classroom emotional support and its interaction with sex and ethnicity were explored as a predictor of externalizing behavior. Externalizing behaviors were highest for African American males in classrooms low in emotional support, while a different pattern was found for girls and Hispanic children. Future interventions should foster emotionally supportive classrooms targeting high-risk children.

T77

Effects of Classroom Environment on Preschool Children's Adaptive and Maladaptive Behaviors**Stacy R. Grossman, Carroll E. Izard, Kristy Finlon, Elizabeth Woodburn, Judith K. Morgan, Stephanie Krauthamer Ewing, Adina M. Seidenfeld**

Research shows the importance of the classroom environment in shaping adaptive behaviors of children, and specifically stresses the benefits of a positive environment for high-risk children. The current study examines classroom environment dimensions as predictors of maladaptive and adaptive behaviors in the context of an emotion-based intervention in Head Start. Results related to positive classroom environments, including lower maladaptive behavior and higher adaptive behavior, are discussed. This insight will help create new classroom-focused interventions.

T78

The Instructional Context and Constructing Teacher-Child Relationships in Early Learning Settings

Yiching D. Huang, Carollee Howes, Allison Sidle Fuligni, Sandraluz Lara-Cinisomo, Lynn Karoly

The purpose of this study was to examine dimensions of preschool classroom instructional climate and teacher instructional strategies as predictors of child-teacher relationship quality. One hundred and ninety-two low-income, predominantly Latino children and their teachers participated in this study. Children were observed in their early childhood educational settings at ages 3 and 4. Classroom measures of instructional climate and individual experiences of instructional strategies predicted observed and teacher-perceived teacher-child relationships. Observed or teacher-perceived relationships with 3-year-olds predicted 4-year-olds' relationships with new teachers.

T79

Mental Health Consultation in Early Child Care Settings: Results From an Arkansas Pilot Project in Head Start and Head Start-Like Programs

Leanne Whiteside-Mansell, LaTunja Sockwell, Nicola Conners-Burrow

The purpose of the Arkansas Early Childhood Mental Health Consultation Pilot Project was to facilitate collaboration between mental health professionals and early child care providers, with the goal of improving teachers' skills and children's social-emotional outcomes. Results suggest the project had a positive impact on both teachers and children. Teachers receiving the consultation were engaged in more appropriate behavior toward children (i.e., more sensitive/ positive, less permissive, and less detached) than teachers in the comparison group.

T80

Assessing Child Care Quality: The Relationship of a Global Measure to an Observational Coding System

Elizabeth Manlove, Allison De Marco, Lynne Vernon-Feagans

The quality of child care used by nonmetro, low-income families in North Carolina and Pennsylvania was examined as assessed by two methods used to measure quality, the HOME and the CVI (an observational coding system). Results showed different patterns of change over time depending on the aspect being assessed. In some cases, the HOME and the CVI are in concordance, while in others they seem to highlight different aspects of quality.

T81

Teachers as Emotion Socialization Agents: A Comparison of Head Start and Private Preschool Settings

Carol Morris, Hideko Hamada Bassett, Susanne A. Denham

As part of a larger study, the degree to which teachers in Head Start, as compared to those in private preschool classrooms, engage in three aspects of emotion socialization (modeling, contingent responding, and coaching) will be examined. The influence of the type of classroom (Head Start or private preschool) on the degree to which the teachers' emotion socialization beliefs and practices predict the children's emotion knowledge and expressed emotional behavior is also explored.

T82

Examining Differences in Teacher-Child Relationships: An Application of the Multiple-Group CFA Model and the MIMIC Model

Mi-young Webb, Stacey Neuharth-Pritchett

The potential item biases on the Student-Teacher Relationship Scale (STRS) were examined using a combination of the Multiple-Group Confirmatory Factor Analysis (MG-CFA) and Multiple Indicators, Multiple Causes (MIMIC) models. The MG-CFA model

indicated significant differences in the measurement model across gender and ethnicity. The MIMIC model identified six items to have significant direct effects from gender, two items from ethnicity, and six items from gender ethnicity interaction, indicating potential measurement bias across the groups.

T83

Three Measures of Child Care Quality and Children's Language and Emotional Development in a Low-Wealth, Rural African American Sample

Mary Bratsch, Amanda Huff, Lynne Vernon-Feagans, Allison De Marco, Family Life Project Key Investigators

How three measures of child care quality (global ratings, structural factors, and teacher-child interactions) predicted 3-year-old children's language skills and emotional competence in a sample of low-wealth, rural African American families was examined. Results suggest that using only global and structural factors to predict child outcomes may not reveal pertinent connections between child care experiences and children's development. Teacher-child interaction is a significant component of child care quality, important to both language and socioemotional outcomes.

Approaches to Learning

T84

Characterizing Achievement Motivation Orientation of Children From Low- and Middle-Income Families

Crystal Day, Barbara Burns

Achievement motivation orientation in 126 preschool-aged children from low- and middle-income families was examined. Children's motivation orientation was assessed as being performance- or mastery-oriented based on challenging puzzle tasks. Children's verbalizations during these tasks were coded. Patterns of motivation orientation in children from low- and

middle-income families did not differ. However, children from low-income families made a higher proportion of performance-related verbalizations. The complexities of studying achievement motivation in young children are highlighted.

T85

Preschool to Kindergarten: The Role of Preschool Social Competence in the Transition to Kindergarten

Chanele Robinson, Karen Diamond

The association between preschoolers' social competence and their experiences in the transition to kindergarten was explored. Social competence ratings of 148 preschoolers were completed by their Head Start teachers. During the kindergarten year, parents and kindergarten teachers reported on children's transition to school. Parents' and teachers' reports of kindergarteners' transition were not related. Preschool social competence predicted teachers' reports of kindergarten transition difficulties and competencies. Implications of the findings and future directions are discussed.

T86

The Role of Verbal Ability in Promoting the Development of Self-Regulation Skills in Preschoolers Attending Head Start

Mary Wagner Fuhs, Jeanne Day, Autumn Wyant

The role of verbal ability in the development of executive functioning in preschoolers at Head Start is addressed from an empirical point of view. Structural equation modeling results indicated that children's latent executive functioning ability improved, and verbal ability was a significant predictor of that improvement. Implications for effective practices in Head Start classrooms based on these results as well as the recent promising evaluation of the Tools of the Mind curriculum (Bodrova and Leong, 2007) are discussed.

T87

Young Children's Episodic Memories of Learning Events

Rhyannon Bemis, Michelle Leichtman

Eighty children (4–9 years) completed two tasks investigating young children's use of episodic memory for learning events. In the first task, children were presented with episodic sources of information. In the second task, children were asked to recall past episodes where they learned the answer to factual knowledge questions. Results indicated that all children were able to use episodic sources and recall learning episodes, but that this ability develops throughout early childhood.

T88

African American Boys: Environmental Risks and Parenting as Predictors of School Competence in Kindergarten

Claire Baker, Claire Ponitz, Sara Rimm-Kaufman, David Grissmer

Data from the Early Childhood Longitudinal Study of Kindergarteners were used to examine relations between environmental risk, parenting practices, and school competence among African American boys in kindergarten. Two measures of early school competence were examined: directly assessed reading and teacher-rated approaches to learning. Results revealed that aspects of parenting and environmental risks predicted both outcomes in the study. Moreover, certain parenting practices predicted child outcomes above and beyond environmental risks.

T89

The Impact of Technology-Supported Materials on Young Children's Language and Literacy Learning

Hengameh Kermani

The impact of technology-supported materials on children's language and literacy learning were examined. Classroom curriculum themes were augmented with appropriate technology materials, including computer software, to facilitate children's learning in a public PreK classroom. The results showed some evidence for the potential benefits of the appropriate use of technology-supported materials in early childhood classrooms.

T90

The Effects of Head Start Children's Early Classroom Adjustment Problems on Approaches to Learning Trajectories

Ximena Domínguez, Virginia E. Vitiello, Michelle F. Maier, Daryl B. Greenfield

Research indicates that low-income children are at greater risk for exhibiting classroom adjustment problems that may negatively influence learning. Using a sample of Head Start children, the current study examined the effects of both internalizing and externalizing behaviors on approaches to learning trajectories. Results indicated that shyness, and not aggression, was negatively associated with approaches to learning baselines scores. This finding highlights the need for early identification and classroom-based interventions for children with internalizing difficulties.

T91

Underactive Classroom Behavior and Head Start Children's Academic and Social Competencies Across the Transition to Kindergarten and First Grade

Rebecca J. Bulotsky-Shearer, John W. Fantuzzo, Heather L. Rouse

This study extended previous work by examining the relation between two behavioral dimensions (academically disengaged and regulated classroom behavior) assessed in Head Start and early reading ability, literacy skills, mathematics ability, and social competence across the transition to kindergarten and first grade. Academically disengaged behavior accounted for the greatest amount of variance in academic outcomes across kindergarten and first grade, while regulated behavior uniquely and negatively predicted socially disruptive play in kindergarten. Implications for research, policy, and practice are discussed.

T92

Teaching to Learn in the Head Start Classroom: Results From the Evidence-Based Program for the Integration of Curricula (EPIC)

Heather L. Rouse, John W. Fantuzzo

The Evidence-Based Program for Integrated Curricula (EPIC) was developed intentionally and systematically to produce gains in comprehensive sets of school readiness skills for Head Start children, including a deliberate focus on foundational approaches to learning that foster classroom engagement. The purpose of this paper is to discuss preliminary findings on the behavioral outcomes associated with participation in EPIC, particularly for children with underactive behavior problems at the beginning of the Head Start year.

Program Evaluations

T93

Training Interns to Provide In-Home Mental Health Services for Preschoolers With Behavior Problems

Ryan Mattek, Elizabeth Jorgenson, Robert Fox

The effectiveness of a training and supervision program for graduate student interns to provide in-home therapy to preschoolers with emotional and behavioral problems was examined. Most children lived in single-parent, low-income homes in the inner city of a large urban area. Students' pre- and post-training self-efficacy scores showed that the year-long training supervision program was effective in equipping them with the skills necessary to be effective in their work.

T94

10 Years of Community-Based Research to Guide Program Development and Culture-Based Curriculum in an Isolated First Nations/Tribal Community

Joyce McLeod

The culture-based curriculum that has been developed from 10 years of community-based Head Start research in an isolated First Nations/Tribal community is shared. A priority for program enhancement and improvement has been the use of a classroom quality measure, the Early Childhood Environment Rating Scale-Revised (ECERS-R), to guide program development, culture-based curriculum development, and staff training in 2000–2010.

T95

A Collaborative Approach to Enhance the Quality of Services for Minority Children in Urban Settings

Wendy Sun, Ivy Chang

A nationally recognized collaborative prevention and intervention program designed to promote secure parent-child attachment and enhance healthy development in children 0–3 years old is

presented. The collaborative efforts between this program and an Early Head Start program are highlighted. The benefits and effectiveness of this collaboration are demonstrated through a case study. Attendees discuss the efficacy of this approach in enhancing young children's mental health and the overall functioning of the family.

TUESDAY

T96

Effectiveness of Violence Prevention for Very Young Hispanic Children

Lori Ann Fernández, Amanda Clinton

A comparison was made of 190 experimental group and 249 control group children from distinct cultural backgrounds in their response to a universal violence prevention program. Children were compared by age and cultural background on variables such as antisocial behavior and problem solving as per pre- and posttest interviews. Findings demonstrated improvements for all children regardless of their cultural background. Differences were noted in the type of skills learned depending on the age of the participant.

T97

Kids Now Evaluation: Exploring Multiple Characteristics of Child Care Centers Across All Types and Their Links to Program Quality and School Readiness

Xin Gao, Jennifer Grisham-Brown, Mary Gravil, Clarissa Roan

Findings from an evaluation research are presented. The findings include the differences among all types of child care centers in terms of their policy, enrollment, professional development status, and participation in an early childhood initiative. Links were also explored between the above factors and program qualities, as well as the school readiness of children enrolled. Head Start centers differ significantly from other types of centers. The reasons for the differences are explored.

T98

Evaluation of a Statewide System of Birth-to-Three Programs

Maria Cristina Limlingan, Jon Korfmacher, Eboni Howard, Jessica Manvell

Web surveys and site visits were conducted to gain an in-depth understanding of operations of a statewide system of Birth-to-Three programs in Illinois. Data from the Web survey describe the type of funding received, service delivery mechanisms, program models, and information on families served. Results from the site visits provide additional information on the complexity of program operations and the challenges program staff members address in implementing services.

T99

Evaluation of a Statewide 3–5 Preschool for All Program

Donna Spiker, Eboni Howard, Mario Snow, Erika Gaylor

Web surveys and program director interviews were conducted to gain an in-depth understanding of the operations of a statewide system of 3–5 prekindergarten/preschool for all programs in Illinois. Data from the Web survey describe the type of funding received, program structure, and information on families served. Results from program director interviews provide additional information on the complexity of program operations and the strengths and challenges program staff members address in implementing programs.

T100

Effects of Head Start Enrollment on Educational Attainment and Adulthood Income: A Propensity Score Matching Approach

Eunsu Ju

The long-term effects of Head Start participation on adult educational attainment and economic status were examined. To control for preexisting differences that might have an influence

on preschool experience, propensity score matching analysis was employed and data from the Panel Study of Income Dynamics were used. Findings suggest that Head Start provides sizeable gains in terms of educational attainment to its participants if they attended the program for at least 1 year.

T101

Impacts of New Mexico's State-Funded Pre-K System on Children's Vocabulary, Math, and Early Literacy Skills at Kindergarten Entry

Jason Hustedt, W. Steven Barnett, Kwanghee Jung, Alexandra Figueras-Daniel

State prekindergarten initiatives have expanded rapidly but vary tremendously from state to state; and until recently have not been rigorously evaluated. A rigorous regression-discontinuity approach was used to investigate child impacts associated with participating in New Mexico's state prekindergarten initiative, using an ethnically diverse sample. Results show statistically significant impacts of New Mexico's prekindergarten initiative on vocabulary, math, and early literacy skills that are evident at kindergarten entry.

T102

The Impact of Early Intervention Services for Children With Mild Developmental Delay

Jennifer Barth, Susan Gold, Ruby Natale, Gabriela Lopez-Mitnik

The effectiveness of an early intervention program in addressing the needs of young children with a mild developmental delay was evaluated. Three hundred twenty-eight children received at least one of the following services: (a) mental health, (b) speech and language, and (c) occupational therapy. Results indicated statistically significant improvements in development after a short-term (12–36 session) intervention. Findings suggest that brief, early intervention is effective in addressing the needs of children with a mild developmental delay.

T103

Is Two-Years Better Than One-Year? A Propensity Score Analysis of the Impact of the Duration of Head Start Program on Children's School Readiness

Xiaoli Wen, Christine Leow, Jon Korfmacher

A secondary analysis of the FACES 2003 Cohort database is presented. The impact of the duration of Head Start programs (1 year versus 2 years) on children's school readiness assessed at the entry of kindergarten is addressed. Propensity score analysis is used to match children on backgrounds and other potential covariates before testing the unbiased effects of program duration on program outcomes.

T104

Adequacy of Preschool Classroom Materials and Additional Costs Needed to Fully Equip Preschool Classrooms in District Schools, Child Care Centers, and Head Start Centers

Allison Friedman, Ellen Frede, Judi Boyd

District, child care, and Head Start preschool classrooms throughout a northeastern state were visited to determine the adequacy of classroom materials and additional costs needed to fully supply the classrooms. Head Start and district preschool classrooms were significantly better supplied than child care center preschool classrooms. On average, Head Start preschool classrooms need an additional \$5,096 to be adequately supplied. District preschool classrooms need \$5,806, and child care center preschool classrooms need \$8,792.

T105

The Continuity of Parent Involvement From Head Start Through First Grade: Evidence From Head Start National Evaluation

Xiaoli Wen, Spencer Li, Jon Korfmacher, Alberto Sorongon

This study is a secondary data analysis of the FACES 1997 Cohort database. The aim is to provide a descriptive and correlational evaluation of the continuity of Head Start parents' involvement with children and program/school from the beginning of Head Start through children's first grade. The repeated measures ANOVA and Pearson correlation were used to test the variation and consistency of parent involvement over time.

Family and Community Support

T106

Exploring Latino Fathers' Involvement in Their Children's Schooling

Robert Moreno, Kristal Menchaca, Susan Chuang

Research demonstrates that fathers play an important role in their children's lives. However, there is a dearth of research that examines Latino families. Similarly, educational researchers have identified parental involvement as an important factor that can promote students' success. The factors associated with Latino fathers' school involvement are examined. Preliminary results indicate that fathers' self-efficacy and their relationship with their child's mother is associated with school involvement activities.

T107

Supporting Child Welfare Through Early Childhood Programs: Examples in Illinois State-Funded Preschools

Aimee V. Hilado

Findings are discussed from a mixed method study examining the impact of social resources on levels of parent involvement in early childhood programs based on data from the Illinois Birth

to Five Evaluation FY09 study. Also examined were the barriers programs face in providing resources and the barriers families face in using them, as well as challenges to engaging parents. A discussion of implications for the field is included, along with policy recommendations for early childhood programs.

T108

Creating Continuity: An Analysis of Transition Strategies to Support Children and Families

Sharon Lynn Kagan, Kate Tarrant, Alejandra Cortazar, Romilla Karnati, Aleksandra Holod

During the early years, children experience many critical transitions, especially as they move from home to early childhood settings and on to primary school. Discontinuity in children's experiences as they make transitions compromises their development, particularly for children at risk for school failure. Consequently, strategies to promote transitions have emerged throughout the United States and internationally. Approximately 100 transition efforts were analyzed and assessed for how they support children, families, and schools. Highlights from effective approaches are presented.

T109

The Role of the Parent Liaison in Integrating Cultural Practices in Family Literacy Programs for Latino Immigrants

Hengameh Kermani, Helena Janes

Many Latino immigrant families have reported distrust of deficit-focused family literacy programs, which may be a primary cause of their typically high attrition rate. The current growth in the Latino student population and their low achievement rate make it critically important to engage parents in programs by honoring their own cultural practices. How parent liaisons in a tutorial project helped to lessen distrust, reverse attrition, and exemplify parent involvement in a number of areas considered to be key to program effectiveness are described.

T110

Family Involvement in a Latino Majority Head Start: Preliminary Findings of a Strengths-Based Intervention**Katy Gregg, Mary Rugg, Zolinda Stoneman**

Family involvement plays a key role in Head Start. To demonstrate the need for innovative projects focused on Latino families and the positive results of such an endeavor, preliminary research findings are reported from a Head Start Innovation and Improvement Grant. Analysis indicates: (a) Latino families rate quality with and respect from teachers lower than non-Latino families, and (b) a strength-based family-centered project can enhance parent-teacher relationships and increase contact.

T111

African American Mothers' Disciplinary Responses: Associations With Background Characteristics, Maternal Child Rearing Attitudes, and Child Manageability**Pamela Garner, Katrina Greene, Kristina Lese**

Eighty-nine African American mothers of preschoolers varying in SES reported on their parenting stress, available social support, and child-rearing attitudes, strategies, and expected outcomes. Teachers reported on children's classroom manageability. Maternal stress and traditional child-rearing attitudes were significant predictors of negotiating, coercion, and withdrawal of privileges. Mothers were also more likely to use coercive strategies if they believed that spanking was the only way to get children to listen and behave.

T112

Cumulative Risk as a Moderator of Development in Children From Low-Income Families**Eileen Rodriguez, Kathy Thornburg, Wayne Mayfield, Mark Spellmann**

The extent to which families' cumulative risk status moderated the relative contribution of specific risks on children's

prekindergarten outcomes was explored. Specifically, a series of regression models were used to assess the relative influence of earlier (birth to 18 months) versus later (20 to 36 months) child and family risk factors on children's cognitive development, attention regulation, and social-emotional skills at prekindergarten.

T113

Does Home-Based Early Head Start Impact Maternal Coping Strategies?**Lorraine McKelvey, Rachel Schiffman, Hiram Fitzgerald, Lori Roggman, Gina Cook**

Family coping strategies can strengthen or maintain family resources that protect the family from stressful situations. Family coping was examined from the child's infancy to early childhood to determine whether participation in home-based Early Head Start services was related to differences across time. Findings suggest that participating in Early Head Start may impact strategies for seeking support from more formal sources.

T114

Looking for Long-Term Benefits: Head Start's Impact on Parents and Schooling**Mary Anne Chalkley**

Positive long-term outcomes attributable to Head Start are documented, and mechanisms contributing to these outcomes are identified. Head Start and comparison families were studied longitudinally. Drawing on quantitative, qualitative, and school data, it is shown that maternal attitudes regarding child competence were positively impacted by Head Start, that these attitudes predicted later child school performance, and that a positive approach to dealing with problematic circumstances was true for Head Start mothers years after intervention.

T115

Preschoolers' Understanding of Emotion Expressions and Emotion Causes and Consequences

Aline de Sa, Ageliki Nicolopoulou

Low-income children's emotion expression knowledge was examined, as well as their situational knowledge (causes and consequences) for five basic emotions. Results indicated that children's emotion expression knowledge for "happy" was better, and for "surprise" was worse, than for any other emotion. In terms of situational knowledge, children provided more appropriate responses for scared and happy than for most other emotions. Findings are discussed in terms of implications for overall emotional development.

Issues of Immigrant, Refugee, and Migrant Families

T116

School Readiness and Cultural Contexts: Evaluating an Effective Short-Term Program

Susan Chuang, Gena Robertson, Edith Lai, Maria Cabral

The transition to kindergarten is crucial to children's future success. In North America, the number of children of lower SES has increased, especially among ethnic and immigrant families, and these parents have greater difficulties getting their children ready for school. Can a short-term, 72-hour program be effective in providing children with a smooth transition to kindergarten? The program was evaluated for 3,000 children and included consideration of the cultural relevance for new immigrant and aboriginal children.

T117

A Qualitative Investigation of Head Start Parents' Beliefs About Preschoolers' Shy and Withdrawn Behaviors

Marissa Owsianik, Aleksandra Sienkiewicz

Young, low-income children engaging in shy/withdrawn behaviors are often overlooked, but these children are particularly at risk for developing behavioral, emotional, and academic difficulties. Research suggests that shy/withdrawn behaviors are perceived and valued differently in various cultures. An emic approach was employed in a qualitative study of Head Start parents' cultural beliefs concerning shy/withdrawn behaviors, with a particular focus on immigrant parents. Preliminary data suggest an adaptive role of preschoolers' shy/withdrawn behaviors.

T118

Exploring School Readiness in Migrant Head Start Programs in Central Florida

Smita Mathur, Judy Burleson, Barbara Carey

School readiness skills of children in migrant Head Start programs in Florida were explored. Language use, social interactions, and cognitive tasks of migrant children were videotaped during free play using nonparticipant, time-sampled observations. Open-ended interviews were conducted with teachers and parents. Analysis revealed that migrant children showed significantly high emotional regulation and attention span. Opportunities for literacy development and engaging in complex cognitive tasks were limited. Implications for migrant teacher preparation are discussed.

T119

Promoting Migrant Head Start Children's Language Development: Empirical Evidence for a New Language and Literacy, Home-Based Curriculum

Lisa Boyce, Mark Innocenti, Lori Roggman, Vonda Jump, Eduardo Ortiz

The SHELLS (Storytelling for Home Enrichment of Language and Literacy Skills) intervention uses family storytelling to encourage responsive parent-child interactions and book-making activities to promote children's language and literacy skills. Findings suggest that the SHELLS curriculum is effective in promoting children's language during shared narratives, and in enriching the home language and literacy environments of families who are often perceived as difficult to serve due to cultural, language, scheduling, and motivation factors.

T120

From Glimmer of Hope to Pleasant Surprise: Post-EHS Developmental and Early Literacy Outcomes of Hispanic Children in Rural Locales of Washington State

Joseph Stowitschek, Eduardo Armijo, Helen H. Raikes

Findings are presented from a study of rural Hispanic families' participation in a home-based Early Head Start (EHS) program. A delayed impact is chronicled, ranging from no EHS-comparison group child differences at 14 months to substantive linguistic, cognitive, and school readiness differences favoring former EHS children by age 5. Session visitors are invited to contribute insights to plans for a line of future inquiry into possible attributions regarding the delayed effect.

T121

Transnational Family Narratives of Mexican Migrant and Seasonal Farmworkers: Family Life and Caring for Children Between Mexico and the United States

Kezia Carpenter

Preliminary thematic analysis of the transnational family narratives of three migrant/seasonal families with young children in the United States and Mexico is presented. Based on formal interviews with parents, children, caregivers, and key informants, how transnational family life and cooperative transnational care of children works for these families is examined. The findings of this binational narrative inquiry will contribute to literature on how policy and practices can support parent-child relationships and transnational family life.

T122

School Readiness of Children of Immigrants: A Cross-Contextual Analysis

Amanda Koury, Elizabeth Votruba-Drzal, Carolina Maldonado-Carreño

Children do not enter school equally ready to succeed. When compared to children of native born parents, children of immigrants, tend to start school with fewer of the academic, social and emotional skills that are important for success in school. Using nationally representative data, this study aims to strengthen understanding of early home and nonparental care settings as pathways through which nativity status is associated with school readiness. More specifically, this study documents differences in school readiness associated with parental nativity status and region of origin. Furthermore, it considers parenting practices in the home environment as well as the type, quality, and quantity of nonparental care settings as pathways through which parental nativity status relates to school readiness.

T123

Predictors of Socioemotional Functioning in Children Attending Migrant and Seasonal Head Start

Corine Bell, Sandra Barrueco

No studies have examined factors contributing to Migrant and Seasonal Head Start (MSHS) children's observed behavior. Examining children's socioemotional functioning in relation to maternal characteristics and acculturation begins to fill in these gaps. Researchers assessed children on various developmental domains and interviewed parents regarding demographic information, physical health, depression, and migratory stress-related variables. Implications about the effect of acculturation, maternal depression, and migratory stress on children's developmental outcomes are discussed.

Emotion Regulation

T124

Theory of Mind and Emotion Understanding: Conceptual Overlap and Behavioral Implications Among Head Start Preschoolers

Elizabeth M. Woodburn, Carroll E. Izard, Kristy Finlon, Stacy R. Grossman, Adina M. Seidenfeld, Stephanie Ewing, Judith K. Morgan

Theory of Mind (TOM) and Emotion Knowledge (EK), often studied in isolation, may overlap in important ways to impact preschool behavior. This study examined the relations among TOM, EK, and executive function. Predictive relations to teacher- and parent-rated behaviors were also examined. Results suggest that EK and TOM overlap in some domains and not others. Executive function provided explanatory value for the predictive relations to teacher- and parent-rated behaviors. Implications for preschool interventions are discussed.

T125

Examining Differences in the Development of Behavioral Regulation Based on SES and Language

Shannon Wanless, Shauna Tominey, Megan McClelland, Alan Acock

Risk factors such as SES and English Language Learner (ELL) status may influence the development of behavioral regulation in prekindergarten and kindergarten. This study found that children who were from families with low incomes and ELLs had significantly lower behavioral regulation when they entered prekindergarten. These risk factors substantively influenced children's behavioral regulation over 2 years. Results underscore the importance of supporting children's behavioral regulation, especially for those experiencing multiple risk factors.

T126

Low-Income Children's Self-Regulation in Early and Middle Childhood: Risk Factors and Promotion Processes in Home and Child Care Settings

Kelly Haas, Maria Marcus, Christina Amaro, Sophie Mir, Christine Li-Grining, Elizabeth Votruba-Drzal, Lindsay Chase-Lansdale

Developmental models were investigated to situate children's self-regulation in the contexts of family poverty and child care settings. Preliminary results indicate that poverty-related risk compromised preschoolers' self-regulation, and that child care providers' harshness and detachment was negatively associated with preschoolers' self-regulation, with a link to delayed gratification and a marginal relation with executive functioning. The discussion reflects on the roles of caregiving environments and the multicontextual nature of children's lives.

T127

**Preschoolers' Self-Regulation and School Success:
Concurrent and Longitudinal Linkages****Kelly Haas, Maria Marcus, Christina Amaro, Sophie Mir,
Christine Li-Grining, Elizabeth Votruba-Drzal,
Lindsay Chase-Lansdale**

Preschoolers' self-regulation is examined as a predictor of academic skills, social competence, and behavior problems in early and middle childhood. Preliminary findings suggest that preschoolers' executive functioning is a moderate predictor of academic skills. These results hold across longitudinal models that control for academic skills in early childhood. Discussion of results reflects on implications for future research, as well as for prevention and intervention programs targeting the improvement of children's school readiness.

T128

**Social Adjustment of Children in Head Start:
What Matters?****Pinar Gurkas**

The relationship between preschool children's social adjustment in Head Start to children's age, gender, temperament, child care quality, teacher-child interactions, and contextual chaos in Head Start classrooms was investigated. Participants were 54 preschoolers (31 male, 23 female) and their mothers. The database included teacher and parent reports and observations in classroom settings. When all predictors were taken into account, child gender, effortful control, and child care quality were significant and unique predictors of social adjustment.

T129

**The Connections Between Parental Mental Health,
Parenting, Child Emotional Regulation, and Language
Competence of Preschool Children in Low-Income
Families****Michaela Zajicek-Farber, Lynn Mayer**

Using data from the Early Head Start Research and Evaluation Project, this secondary data analysis examined causal connections between parental mental health and early language development. Structural equation modeling tested pathways between parental depression, parenting, children's emotional regulation, and language competency of preschool children in low-income families. Results supported a mediated-path model between parental depression and language development. Implications suggest that intervention should include strengthening of healthy parenting and promoting regulatory abilities in children themselves.

T130

**The Importance of Early Emotion Regulation and
Expression for Academic Outcomes Among Low-Income
Latino Children****Suzanne Hartman, Susanne A. Denham, Louis Manfra,
Adam Winsler**

The current study explored whether competent early emotion regulation and expression skills at age 4 may help low-income children earn higher grades in elementary school. Findings revealed a significant hindrance of frequent negative emotion expression in early childhood on math and reading achievement in kindergarten through third grade. The importance of emotion expression and regulation together was highlighted in that children who tried to regulate emotion expression at age 4, but could not, earned the lowest grades.

WEDNESDAY OVERVIEW

WEDNESDAY, JUNE 23

Morning

7:30 a.m.

Check-In Begins

8:30 a.m. – 10:00 a.m.

Plenary Session III: From Research to Practice: International Perspectives on Early Childhood

Welcome

Joan Lombardi

Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development, Administration for Children and Families

Faith Lamb-Parker

Columbia University, Mailman School of Public Health

Chair

Pia Rebello Britto

Yale Child Study Center

Discussants

Thomas J. Miller

Washington Office of Independent Diplomat

Bonnie Miller

George Mason University

Presenters

Alan Pence

University of Victoria

Linda Richter

Human Sciences Research Council, South Africa

10:15 a.m. – 12:00 p.m.

Breakout Sessions

12:15 p.m. – 1:15 p.m.

(conference attendees on their own)

Lunch

Afternoon

1:30 p.m. – 3:15 p.m.

Breakout Sessions

3:30 p.m. – 5:00 p.m.

Closing Session

The Role of Evidence in Early Childhood Policy and Practice

Tribute to Esther Kresh and Julius B. Richmond

Faith Lamb-Parker

Columbia University, Mailman School of Public Health

John W. Hagen

University of Michigan

Moderator

Joan Lombardi

Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development, Administration for Children and Families

Panelists

John Easton

Director of the Institute of Education Sciences, Department of Education

David R. Harris

Deputy Assistant Secretary of Human Service Policy, Office of the Assistant Secretary for Planning and Evaluation, Department of Health and Human Services

Naomi Goldstein

Director of the Office of Planning, Research and Evaluation, Administration for Children and Families

8:30 a.m. – 10:00 a.m. | Thurgood Marshall Ballroom

From Research to Practice: International Perspectives on Early Childhood

Welcome

Joan Lombardi

Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development, Administration for Children and Families

Faith Lamb-Parker

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Human Sciences Research Council, South Africa

Alan Pence

University of Victoria

Three different international perspectives on early child development will be presented. First, based on psychosocial evidence, the universalities of early childhood across cultures will be explored while highlighting the stark comparisons in contexts for early development. Second, indigenous community conceptualizations and perceptions of early childhood will be considered. Third, child rights as the basis for programming and policy will be discussed. The panelists bring extensive international professional expertise to these issues. The goal is to broaden the knowledge and understanding of early childhood beyond geographic boundaries for a more global conversation on research, policy, and practice.

Universalities and Uniqueness in Global Conceptualizations of Early Childhood: Understanding International Data and Trends

Linda Richter

Other Ways of Understanding Early Childhood: Listening to Community Voices

Alan Pence



Thomas J. Miller (Ph.D., Political Science, University of Michigan) assumed the position of Director of the Washington Office of Independent Diplomat (ID) in 2010. ID offers expert and impartial advice and assistance in diplomatic strategy and technique to governments, political groups, and nongovernmental organizations (NGOs), and works particularly on conflict areas and issues under discussion at the United Nations and other international bodies. He came to this position after serving as President and CEO of the United Nations Association (UNA) of the United States. UNA is the premier grassroots organization in the United States connecting the American people with the work of the United Nations through its education (Global Classrooms, a supercharged model United Nations), policy and advocacy programs, and working through its thousands of members throughout the country. At the end of 2004, Dr. Miller retired from the Foreign Service after 29 years as a career diplomat and assumed the position of CEO of Plan International, a \$700 million global humanitarian program based near London, which works to improve children's lives in developing countries throughout the world. Early in his career, he entered the Foreign Service and had diverse postings of increasing responsibility in Thailand, Greece, and the State Department in Washington, where he focused on North Africa and the Middle East, including the Israeli- Palestinian peace process. In 1999, he was named U.S. ambassador to Bosnia and Herzegovina in the post-conflict period, and then ambassador to Greece from 2001 to 2004.



Bonnie Miller (B.A., Psychology, M.S.W., University of Michigan) teaches in the M.S.W program at George Mason University. Her professional experience includes 40 years as a social worker, psychotherapist, educator, consultant, social activist, and trainer. She has held teaching positions in psychology, social work, and sociology at universities throughout the world, and trains diplomats at the Foreign Service Institute of the U.S. State Department. Using her practical parenting manual and teacher manual, which have been translated into 14 languages, she has presented workshops to thousands of educators and mental health specialists to modernize education and address children's psychosocial needs in the Balkans, Asia, Latin America, and Africa.

Over the past decade, Ms. Miller has served as a consultant to many organizations to prevent child abuse and help traumatized youth, refugees, and impoverished families, as well as women who have been forced into the sex trade. She was instrumental in launching public awareness campaigns against human trafficking, helped to establish the first shelter for women in Greece, and wrote the Greek National Action Plan for anti-trafficking. In 2008 and 2010, she trained Georgian mental health workers who were aiding internally displaced persons after Georgia's brief war with Russia. Through an international NGO, she has created training materials for Iraqi educators and social workers to help children suffering from social and psychological problems; she trained master trainers in Iraq on her trip there in November 2009.



Linda Richter is the Executive Director of Child, Youth, Family, and Social Development, at the Human Sciences Research Council in South Africa. She holds honorary positions at the University of KwaZulu-Natal, University of the Witwatersrand in South Africa, at Oxford University, and Harvard University. Her main research and program interests are in child public health and family poverty. She directs several large, long-term projects, including Birth to Twenty, a 20-year prospective birth cohort of more than 3 000 children, now into the third generation; Masihambisane Mentor Mothers, a 5-year intervention randomized clinical study to improve maternal and child outcomes in the national program to prevent HIV/AIDS transmission from parents to

children through community supports; SIZE Wellbeing of South African children, a quasi-experimental community- and school-based follow-up to determine the impact of social grants and services in mitigating the effects of AIDS and poverty on children and families; and Project Accept, an 8-year randomized community trial to reduce recent HIV infection among young people through community mobilization and easy access to mobile services. Ms. Richter participates in several national, regional, and global initiatives to improve child health and well-being by linking evidence to policy and advocacy. She is the author and co-author of numerous papers, including the Lancet series on child development and maternal and child nutrition.



Alan Pence, Ph.D., is UNESCO Chair for Early Childhood Education, Care and Development and Professor, School of Child and Youth Care, University of Victoria. He has worked in the field of ECCD since 1971, with a primary focus on cross-cultural and international early childhood care and development since the late 1980s. In 1989 he established the First Nations Partnerships Program (FNPP), a community-based indigenous early childhood undergraduate education program, and in 2000 he began development of the Early Childhood Development Virtual University (ECDVU) a multi-faceted leadership and capacity-building program active in Africa and the Middle East. Dr. Pence has authored over 120 journal articles, chapters, and monographs, and edited or authored twelve books on a

variety of child care and development topics. He is the recipient of the Canadian Bureau for International Education's Award for Educational Leadership and the University of Victoria's inaugural Craigdarroch Research Award for Societal Contributions.

WEDNESDAY MORNING SESSIONS

10:15 a.m. – 12:00 p.m.

301

Hoover

ROUNDTABLE

Evidence-Based Professional Development to Support Inclusion: National Projects Share Approaches and Data

Chair

Linda Brekken

Presenters

Linda Brekken, Gail Joseph

A number of factors—new research, new opportunities through federal stimulus money, increased emphasis on teacher quality, accountability, and evidence-based practices (EBP)—point to the need for national attention and focused discussion on what constitutes effective professional development. How can effective professional development be implemented to support Head Start teachers and administrators and their community partners to provide high-quality, inclusive services? The directors of four national early childhood professional development projects that focus on inclusive practices at the classroom, community, and state levels will present data and facilitate a discussion about effective professional development.

302

Coolidge

Dual Language Learning: Making Connections Between Research and Practice

Chair

Mariela Paez

Discussant

Sharon Yandian

Presenters

Linda Espinosa, Fred Genesee

Many children around the world learn more than one language during the preschool years. There has been intense research interest in the language development of these learners. Research on the language of instruction, specific pedagogical approaches and transfer of early language and literacy skills across languages will be reviewed and the implications for early childhood program planning will be discussed. Questions from parents, educators, and policymakers will be discussed in the context of this research including (a) does early dual language learning delay language development? (b) are young children confused by dual language input (c) is code-mixing a sign of confusion or poor language development and (d) are children with language learning impairments at greater risk of learning two languages rather than one? Reflections on the practical implications of the presentations will be shared, and the direction the Office of Head Start is taking to support programs that serve diverse groups of children who are dual language learners will be discussed.

Using Research to Design Effective Instruction and Assessment for Young Dual Language Learners

Linda Espinosa

A Review of Research on Language Development in Young Dual Language Learners

Fred Genesee

303*Harding***Using Observational Measures to Improve Teacher Performance in Early Childhood Education Programs***Chair*

Gerald E. Sroufe

Moderator

Fasaha Traylor

Discussants

Susan Bodilly, Drew Gitomer

Presenter

Margaret Burchinal

The use of observational measures to improve understanding of critical elements of teaching has garnered considerable attention from policy makers and the media. The technique involves careful analysis of videotapes of teachers in classrooms over a substantial period of time, and has shown promise for better understanding of effective teaching and for teacher training and professional development. Is this a research procedure that will be useful for teachers of younger children? Will it lead to improved teaching practices, learning, and/or programs of teacher preparation? The conclusions of a group of early childhood and measurement experts convened to examine the feasibility of applying observational methods to teachers in early childhood settings will be presented.

304*Wilson A***MASTER LECTURE****Evolution of Early Childhood Education***Chair*

John W. Hagen

Presenter

Lilian Katz

The Head Start program, initiated as “an antidote for cultural deprivation,” has been a context of disputes concerning appropriate pedagogical practices that continues today. A wide variety of issues emerging from the Planned Variation experiment in the 1970s that compared curriculum approaches still warrant attention. Among them are (a) distinctions between academic and intellectual goals in

the early years, (b) distinctions between short- and long-term effects of different curricula, (c) the implications of recent neurological research that young children benefit from the frequent experience of continuous contingent interaction with adults, and (d) curriculum implications for children's motivation.



Lilian Katz (Ph.D., Psychological Studies, Stanford University) is Professor Emerita of Early Childhood Education at the University of Illinois (Urbana-Champaign) and Co-Director of the Clearinghouse on Early Education and Parenting (CEEP) at the University of Illinois. She was Director of the ERIC Clearinghouse on Elementary and Early Childhood Education for 33 years. She is a past president of the National Association for the Education of Young Children, and is editor of the first online, peer-reviewed, trilingual, early childhood journal, *Early Childhood Research and Practice*. Professor Katz is author of more than 100 publications, including articles, chapters, and books about early childhood education, teacher education, child development, and parenting of young children. For 13 years she wrote a monthly column for parents of 3- and 4-year-olds for *Parents Magazine*.

305

Wilson B

Racial and Ethnic Socialization in Early Care and Learning Settings

Chair

Eva Marie Shivers

Discussant

Tamara Halle

Presenters

Wanjiku Njoroge, Kay Sanders, Eva Marie Shivers

Coming to a deeper understanding of young children's racial socialization experiences in child care settings may provide important insight into promoting developmental competencies that young ethnic minority children might use to help them succeed in school and life. The context of community child care settings will be examined to explore the interplay of ethnic and racial identity development, racial socialization experiences, and other social and emotional developmental outcomes.

Ethnic Identity Formation in Young Children: Implications for School Readiness

Wanjiku Njoroge

Race Socialization in Child Care and Its Effect on Self-Concept in Preschool Children

Kay Sanders

Racial Socialization in Child Care Provided by African American Grandparents

Eva Marie Shivers

306*Wilson C***Multiple Contexts of Parenting: Intergenerational and Cultural Processes***Chair*

Brenda Jones Harden

Discussant

Marlene Zepeda

Presenters

Linda Burton, Marc H. Bornstein

Parenting is a complex phenomenon that is influenced by a variety of contextual factors, including culture and socioeconomic status. These two parenting contexts will be examined using evidence from two distinct research programs. Based on five longitudinal ethnographies of children reared in low-income families, a model of childhood adultification, a situation in which children are exposed to adult knowledge and assume extensive adult roles and responsibilities within their family networks, will be presented. Multicultural studies of early childhood and parenting will be addressed, including the universality and culture-specific aspects of the parenting experience and parent-child relationships in specific countries and cross-culturally.

The Adult Life of Young Children: An Ethnographic Perspective on Parenting and Poverty

Linda Burton

Views of Parenting Across Cultures

Marc H. Bornstein

307*Balcony C and D***Self-Regulation and Social Success: Understanding and Promoting It***Chair*

David Schultz

Discussant

Clancy Blair

Presenters

Susanne A. Denham, Dana L. Charles, Jennifer Betkowski, Kim Atwill

The development of self-regulation, or executive functioning, is critical for children's social success and healthy development. Unfortunately, lower socioeconomic status brings with it many factors that place children at risk for poor self-regulation. Attention will be focused on understanding and promoting self-regulation in young children. Home and classroom influences on self-regulation, ways in which self-regulation leads to social adjustment, and two promising classroom-based interventions to promote children's self-regulation will be presented.

Focusing on Getting Along With Others:

Self-Regulation, Social Problem-Solving, and Kindergarten Social Functioning

Susanne A. Denham, Hideko Hamada Bassett, Sara C. Kalb, Erin Way, Alyssa Pema

Family and Classroom Predictors of Head Start Preschoolers' Emotion Regulation and Behavior Outcomes

Dana L. Charles, C. Cybele Raver, Stephanie M. Jones, Christine Li-Grining, Fuhua Zhai

Promoting Play and Self-Regulation Through the Tools of the Mind Play Intervention

Deborah J. Leong, Elena Bodrova, Kim Atwill, Steffen Saifer, Lena Ko

308

Lincoln 2

POSTER SYMPOSIUM

Recent Findings From the Early Head Start Evaluation: Contributions to Child Outcomes in 5th Grade

Chairs

John Love, Helen H. Raikes

Discussant

Martha Zaslow

Presenters

Rachel Chazan Cohen, Yange Xue, Gina Cook, Eileen T. Rodriguez

For nearly 16 years, the Early Head Start Research and Evaluation Project has followed a sample of 3,000 low-income children and families in 17 sites around the country who were randomly assigned to receive Early Head Start services or to a control group. The children and families have participated in five intense rounds of data collection from when children were 14 months old up to the time when the children were in 5th grade. This is the first time that the 5th grade findings will be presented. Contributions to child and family functioning when children are in 5th grade will be explored, including (a) estimated long-term impacts of Early Head Start on child and family outcomes for the entire group and key subgroups, (b) relationships between child outcomes and children's elementary school experiences in combination with their preschool experiences and Early Head Start participation, and (c) relationships between child outcomes in 5th grade and early family experiences.

Short and Long-Term Impacts of Early Head Start

Rachel Chazan Cohen, Cheri Vogel, Helen H. Raikes, Jeanne Brooks-Gunn, Emily M. Moiduddin, Yange Xue, Ellen E. Kisker

Contributions of Educational Experiences Since Early Head Start to Child and Family Outcomes: Findings From Non-Experimental Analyses

Yange Xue, Emily M. Moiduddin, Cheri Vogel, Rachel Chazan Cohen, Helen H. Raikes, Jeanne Brooks-Gunn

Father-Toddler Interaction and Academic Outcomes in Grade 5

Gina Cook, Lori Roggman

Learning Environments From Infancy Through Preschool: Implications for 5th Grade Academic Performance

Eileen T. Rodriguez, Karen McFadden, Catherine S. Tamis-LeMonda

309*Lincoln 3 and 4***POSTER SYMPOSIUM****Topic 1: Promoting Research on Integrated Approaches to Improving Early Childhood Education:
The Interagency School Readiness Consortium (ISRC)***Chair*

James A. Griffin

Discussants

Caroline Ebanks, Ellen Frede

Presenters

Karen Bierman, John W. Fantuzzo, Allison Sidle Fuligni, Janis B. Kupersmidt, Samuel L. Odom, Robert C. Pianta, C. Cybele Raver, Susan M. Sheridan, Dina C. Castro, Carol Scheffner Hammer, Christopher J. Lonigan

The Interagency School Readiness Consortium (ISRC): Preliminary Findings

In 2003, NICHD, ACF, OSERS, and ASPE funded eight Interagency School Readiness Consortium grant projects to develop rigorous scientific studies of the effectiveness of integrative early childhood interventions and programs across a variety of early childhood settings in promoting school readiness for children who are at risk of later school difficulties. These integrative programs include components intended to promote children's school readiness across multiple domains of cognitive and socioemotional functioning. Preliminary findings from the eight ISRC projects will be presented. Results to date suggest that a variety of curriculum and teacher training interventions in Head Start and other early care settings may positively impact both the cognitive and socioemotional development of children otherwise at risk for social and achievement difficulties.

Impact of the Head Start REDI Program on Children's Kindergarten Adjustment

Karen Bierman, Robert Nix, Celene Domitrovich, Scott Gest, Janet Welsh, Damon Jones, Sukhdeep Gill

Evidence-Based Program for the Integration of Curricula (EPIC)

John W. Fantuzzo, Heather Rouse, Vivian Gadsden, Paul McDermott

**School Readiness Development of Low-Income Monolingual
and Dual Language Learner Children With Diverse Preschool Experiences**

Allison Sidle Fuligni, Carollee Howes, Sandraluz Lara-Cinisomo, Lynn Karoly

The Building Bridges Program: Promoting Children's Self-Regulation and Social Competence

Mary Ellen Voegler-Lee, Janis B. Kupersmidt, Michael Willoughby, Donna Bryant, David Arnold, Ellen Peisner-Feinberg

Children's School Success: Efficacy Study

Samuel L. Odom, Gretchen Butera, Karen Diamond, Marci Hanson, Eva Horn, Joan Lieber, Susan Palmer, Janet Marquis, Kandace Fleming

Effects of Web-Mediated Professional Development Resources on Language Development in Pre-Kindergarten Classrooms

Bridget Hamre, Carolyn Gosse, La Vae Hoffman, Andrew Mashburn, Terri Walters, Robert C. Pianta

Can Classroom-Based Interventions Reduce Teachers' Job Stress: Evidence From a Cluster-Randomized Controlled Trial in Head Start Programs

Fuhua Zhai, Christine Li-Grining, Kathleen Zadzora, C. Cybele Raver

Getting Ready: The Effects of a Relationship-Focused Intervention on Parent Engagement

Susan M. Sheridan, Lisa L. Knoche, Carolyn P. Edwards, Kevin A. Kupczyk

WEDNESDAY

Topic 2: Interagency Research Network on English Language Learner School Readiness: Three Approaches to Intervention

In 2009, NICHD and ACF funded three projects and the Network Support Center to develop rigorous scientific studies of the effectiveness of integrative early childhood interventions for preschool-aged English language learner (ELL) children who are at risk of later school difficulties. These integrative programs include components intended to promote children's school readiness across multiple domains of cognitive and socioemotional functioning. Preliminary intervention strategies will be presented.

The Nuestros Niños Program: Promoting School Readiness for English Language Learners

Dina C. Castro, Virginia Buysse, Ellen Peisner-Feinberg, Marlene Zepeda, Cristina Gillanders

Tools of the Mind: Promoting DLLs' Language, Self-Regulation and School Readiness

Carol Scheffner Hammer, Elena Bodrova, Clancy Blair, Carolyn Layzer, Deborah J. Leong, Lisa M. Lopez, Matt Scullin, Kim Atwill

Promoting the Development of Early Literacy Skills for Preschoolers

Who Are Spanish-Speaking English Language Learners: An Evidence-Based Approach

Christopher J. Lonigan, Beth M. Phillips, JoAnn M. Farver, Kimberly D. McDowell

1:30 p.m. – 3:15 p.m.

310

Hoover

Learning From Assessment: Improving the Use of Child Assessment Data in Early Childhood Programs

Chair

Jennifer Brooks

Discussant

Chris Blodgett

Presenters

Tamara Halle, Emily Moiduddin, Dina C. Castro

Information will be provided on three projects funded by the Administration for Children and Families Office of Planning, Research and Evaluation designed to improve the use of ongoing child assessment in early childhood education programs. First, an effort to improve the selection of child screening and assessment instruments by program management will be described. Second, a toolkit designed to improve the collection and use of assessment information by both teaching and management staff will be presented. Third, what is known about effective assessment with dual language learners will be discussed. A discussant will respond to the presentations and share insights on how programs think about and use assessment data before the session is opened for questions and answers.

Improving the Selection of Child Outcome Screening and Assessment Instruments Used by Head Start Programs: Child Trends

Tamara Halle, Martha Zaslow, Julia Wessel, Shannon Moodie, Kristen Darling Churchill

The Learning From Assessment Toolkit: A Resource for Improving the Efficiency and Effectiveness of Ongoing Assessment

Emily Moiduddin, Sally Atkins-Burnett, Louisa Tarullo

Relevant Issues in the Assessment of Young Dual Language Learners: A Critical Review of the Literature
Center for Early Care and Education Research: Dual Language Learners, Dina C. Castro

311*Coolidge*

Early Childhood Educator Professional Development

*Chair***Nancy Crowell***Discussant***Janice Im***Presenters***Nancy Crowell, Leslie Gell**

Findings will be presented from studies of two different models of professional development for early childhood educators. The first study compares different intensities of in-classroom demo-coaching coupled with noncredit-bearing professional development workshops on the quality of the educational environment and child outcomes. One cohort of teachers received 120 hours of in-classroom coaching, 1 day per week over 20 weeks. The second cohort received 120 hours of coaching delivered 4 days per week over 5 weeks. Both cohorts received comparable information in workshops during the course of the academic year. The second study details the results of coupling college credit-bearing courses with mentoring. Participants from Head Start, child care centers, and family child care were randomly assigned to a treatment or delayed treatment condition. Educators in the treatment group engaged in two courses in early language and literacy development (90 hours) coupled with 18 hours of on-site mentoring designed to link instruction to implementation. The educators in both studies served children living in poverty and worked in classrooms in diverse settings including Head Start programs, community-based centers, and public-school-based pre-K classrooms.

Distributed Versus Massed Demo-Coaching as a Professional Development Intervention for Early Childhood Educators

Nancy Crowell, Sharon Ramey, Craig Ramey

Transforming Teacher Quality: A Study of an Aligned Professional Development and Mentoring Model

Leslie Gell, Jeff Priest, Susan Zoll

312*Harding***What Is the Evidence for the Effectiveness of Early Childhood Intervention Programs?***Chair*

Margaret Burchinal

Discussant

Martha Moorehouse

Presenters

C. Cybele Raver, John Love, Herbert P. Ginsburg

Several programs employ rigorous evaluations to assess the effectiveness of early intervention programs. Evidence concerning success in three areas will be presented. Dr. Raver, committed to the importance of socioemotional and behavioral adjustment in young children's readiness for learning, will review studies employing randomized trials. Dr. Love will argue for the importance of the age of entry into preschool, providing evidence that timing, duration, and intensity are key in moving poor children's performance closer to that of the middle class. Dr. Ginsburg, involved in early mathematics programs, will argue that intentional, extensive, and developmentally appropriate early mathematics education is critical for improving math skills in children.

**Promoting Children's Socioemotional Development in the Context of Early Educational Intervention:
A Review of the Impact of Federally Funded Research Initiatives**

C. Cybele Raver

How Early Care and Education Programs 0–5 Prepare Children for Kindergarten: Is It Enough?

John Love

**School Readiness and Early Childhood Education:
What Can We Learn From Research on Preschool Mathematics Programs?**

Herbert P. Ginsburg, Margaret Clements

313*Wilson A***CONVERSATION HOUR****Linking Research and Practice: Professional Organizations as Catalysts for Change***Chair/Discussant*

Marilou Hyson

Presenters

Ben Allen (NHS), Lynette Fraga (ZTT), Barbara A. Willer (NAEYC)

Professional organizations have a unique role in promoting effective knowledge utilization. These organizations, by linking with practitioners, administrators, policy makers, and other stakeholders, and with responsibilities to set standards, create evidence-based positions, and advocate for quality, serve as purveyors or brokers of knowledge about early development and learning. Participants will engage in a discussion of key issues in knowledge utilization, hearing from panelists about their organizations' challenges and priorities in linking research and practice. Recommendations to inform the three organizations' future work on these issues will be discussed.

314***Wilson B*****Evidence-Based Home Visiting: New Strategies and Tools for Advancing the Field***Chair***Diane Paulsell***Discussant***Brenda Jones Harden***Presenters***Deborah Daro, Kristin Hallgren, Kimberly Boller**

Home visitation is the primary vehicle through which many states and local communities are reaching out to new parents, and further expansion is likely. Pending federal legislation would result in a substantial increase in funding for evidence-based home visiting. Findings from three ongoing home visiting evaluations will be provided that offer new strategies and tools for (a) supporting development, (b) implementation with fidelity, (c) scale-up, and (d) sustainability of evidence-based home visiting interventions.

**Beyond Evidence-Based Home Visitation Models:
Crafting Infrastructure to Ensure Fidelity, Scale-Up and Sustainability****Deborah Daro****The Enhanced First Steps Pilot: Formative Evaluation Strategies
for Supporting Development of a Home Visiting Intervention****Kristin Hallgren, Diane Paulsell, Kimberly Boller****Early Head Start Home Visiting: Understanding Content, Quality, and Frequency****Kimberly Boller, Nikki Aikens, Cheri Vogel, Rachel Chazan Cohen, Laura Kalb**

315*Wilson C***The Efficacy and Feasibility of Implementing Technology-Based Feedback Interventions to Improve Teachers' Classroom Performance***Chairs*

Robin McWilliam, Amy Casey

Discussant

Donna Bryant

Presenters

Erin Barton, Kathleen Artman

In a nationwide survey, Head Start teachers indicated that they receive less feedback about their classroom practices than they would prefer. Multiple perspectives on technology-based mechanisms for providing teachers with feedback will be offered, including email, digital video, and Web-based systems. The efficacy of various mechanisms for providing feedback will be considered, along with the resources needed to implement each intervention and the feasibility of implementation in diverse settings.

**Efficacy of Verbatim and Frequency Email Feedback on
Preschool Teachers' Use of Nondirective Teaching Strategies**

Erin Barton

**Impact of Performance Feedback Delivered Via Electronic Mail
on Preschool Teachers' Use of Descriptive Praise**

Kathleen Artman, Kiersten Kinder

**Effects of Distance Coaching on Teachers' Acceptance and Use
of a Tiered Model of Intervention and the Effects on Child Behavior**

Kathleen Artman

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Balcony C and D

Integration of Head Start and Early Head Start With Quality Rating and Improvement Systems: Opportunities, Challenges and the Need for New Research

Chair

Ivelisse Martinez-Beck

Presenters

Gretchen Kirby, Gerrit Westervelt, Kathryn Tout

In the majority of states and localities with a Quality Rating and Improvement System (QRIS), Head Start and Early Head Start programs are eligible to participate. Yet the extent to which Head Start programs have been fully integrated into QRIS is largely unknown. For example, how do the Head Start Performance Standards align with the common categories of quality standards included in a typical QRIS? What processes does a QRIS use to rate Head Start programs? What proportion of eligible Head Start programs enroll in QRIS? These and other questions will be addressed, including the current status of Head Start in QRIS and the potential for new research to inform programs and policy makers about the opportunities and challenges of fully including Head Start in a QRIS.

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Lincoln 2

POSTER SYMPOSIUM

Family Mental Health in Early Head Start: Findings From the Early Head Start Research and Evaluation Project

Chair

Rachel Chazan Cohen, Catherine Ayoub

Discussants

Tammy Mann, Linda Beeber

Presenters

Lisa Boyce, Lori Roggman, Catherine Ayoub, Claire D. Vallotton, Rachel Chazan Cohen, Richard Faldowski, Gui-Young Hong, Yudan Chen Wang, Xiaoyun Zhang, Helen H. Raikes, Ann Mastergeorge, Natasha J. Cabrera, Jacqueline Shannon, Catherine S. Tamis-LeMonda, Leanne Whiteside-Mansell, Lorraine McKelvey, Danya Johnson, LaTunja Sockwell

Seven posters are brought together, all using longitudinal data from the Early Head Start Research and Evaluation Project, some using cross-site data and some site-specific data, to address questions of family demographic and mental health risk, parenting, and outcomes. How the mental health of family members affects others in the family, the role of parenting as mediator, possible protective factors for parenting, and child and family outcomes will all be addressed.

Mothers With Depression and Resiliency: Predicting Supportive Interactions and Child Outcomes

Lisa Boyce, Lori Roggman

Maternal Depression: A Longitudinal Examination of Low Income

Women From Pregnancy Through the First Four and a Half Years of Parenthood

Catherine Ayoub, Claire D. Vallotton, Rachel Chazan Cohen

Longitudinal Early Head Start Effects on Maternal

Mental Health and Child Outcome Trajectories: Young Mothers

Richard Faldowski, Gui-Young Hong, Yudan Chen Wang

Do Parenting Behaviors Mediate the Effects of Depression and Parenting Stress on Child Outcomes?

Rachel Chazan Cohen, Xiaoyun Zhang, Helen H. Raikes, Catherine Ayoub, Lori Roggman

Differential Effects of General and Parenting-Related Stress on Parent-Child Interaction in Early Head Start and a Comparison Group

Ann Mastergeorge, Catherine Ayoub, Claire D. Vallotton

**Is the Quality of Nonresident Father Involvement Beneficial
for Children's Cognitive and Social Development?**

Natasha J. Cabrera, Jacqueline Shannon, Catherine S. Tamis-LeMonda

Family Support: A Buffer Between Family Disagreements and Child Depression

Leanne Whiteside-Mansell, Lorraine McKelvey, Danya Johnson, LaTunja Sockwell

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Lincoln 3 and 4

POSTER SYMPOSIUM

Developmental-Ecological Perspectives on Head Start Children's Development and Learning: Five Studies Using the FACES Datasets

Chair

Annemarie Hindman

Discussant

Daryl B. Greenfield

Presenters

Christine McWayne, Katherine Cheung, Rebecca J. Bulotsky-Shearer, Xiaoli Wen, Jon Korfmacher, Elizabeth Hair, Laura Wandner, Lauren Barton, Donna Spiker, Cyndi Williamson, Annemarie Hindman, Lori Skibbe, Alison Miller

How Head Start supports the development of key school readiness skills will be examined, with a particular focus on the unique experiences of Head Start children from dual language learner (especially Spanish and English) backgrounds. The 5 posters will be briefly introduced first, followed by time for viewing the posters and concluding with a discussion by an expert Head Start researcher knowledgeable in early learning, particularly about children from Spanish-speaking backgrounds.

National Profiles of School Readiness for Head Start Children: An Investigation of Structural and Individual Stability and Change

Christine McWayne, Katherine Cheung

National Profiles of Classroom Quality and Parent Involvement: Multidimensional Perspective on School Readiness for Head Start Children

Rebecca J. Bulotsky-Shearer, Xiaoli Wen, Jon Korfmacher

School Readiness of Spanish-Speaking Students: Predictors of Changes in Developmental Profiles Over the Head Start Year

Tamara Halle, Elizabeth Hair, Laura Wandner

Maximizing School Readiness Outcomes for Spanish-Speaking Dual Language Learners Participating in Head Start

Lauren Barton, Donna Spiker, Cyndi Williamson

Family Involvement and Head Start Children's Academic and Social Development: Building a Multidimensional, Longitudinal, and Culturally Sensitive Model

Annemarie Hindman, Lori Skibbe, Alison Miller

3:30 p.m. – 5:00 p.m. | Thurgood Marshall Ballroom

Role of Evidence in Early Childhood Policy and Practice

Tribute to Esther Kresh and Julius B. Richmond

Faith Lamb-Parker, John W. Hagen

Moderator

Joan Lombardi

*Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development,
Administration for Children and Families*

Panelists

John Easton

Director of the Institute of Education Sciences, Department of Education

David R. Harris

*Deputy Assistant Secretary of Human Service Policy,
Office of the Assistant Secretary for Planning and Evaluation,
Department of Health and Human Services*

Naomi Goldstein

*Director, Office of Planning, Research and Evaluation,
Administration for Children and Families*

Joan Lombardi will moderate and lead a roundtable discussion with leadership from federal agencies that utilize research-based evidence to inform the nation, design services, and improve program quality. Each panelist will present a short overview of their agency's approach to their research agenda and plans for interagency collaboration to improve policy and practice. A dynamic dialogue among panelists and audience members will stimulate questions and discussion of next steps.



John Q. Easton (Ph.D., Measurement, Evaluation and Statistical Analysis, University of Chicago) is Director of the Institute of Education Sciences (IES), the research arm of the U.S. Department of Education. IES encompasses the National Center for Education Statistics, National Center for Education Evaluation and Regional Assistance, National Center for Education Research, and National Center for Special Education Research. Prior to leading IES, Dr. Easton was Executive Director of the Consortium on Chicago School Research at the University of Chicago. He had a long association with the Chicago Public Schools (CPS), serving in several research capacities, including as Director of the Department of Research, Analysis, and Assessment. He also served as Director of Research for the Chicago Panel on School Policy, where he led a study on the effects of decentralization on CPS. He served a term (2003–2007) on the National Assessment Governing Board, which sets policies for the National Assessment of Educational Progress (NAEP). In 2008 he was awarded a presidential citation from the American Educational Research Association for “research leadership and evaluation studies focused on improving the nature and quality of education in a large urban city.” Dr. Easton is the author or coauthor of numerous reports and articles, and two books: *Charting Chicago School Reform: Democratic Localism as a Lever for Change* (2010) and *Organizing Schools for Improvement: Lessons from Chicago* (2010).



David R. Harris (Ph.D., Sociology, Northwestern University) is the Deputy Assistant Secretary for Human Services Policy at HHS. He leads the Office of Human Services Policy in the Office of the Assistant Secretary for Planning and Evaluation (ASPE). He is on leave from Cornell University, where he was Deputy Provost, Vice Provost for Social Sciences, and Professor of Sociology. As Deputy Provost he focused on academic planning, admissions and financial aid, and diversity. As Vice Provost for Social Sciences he was responsible for leading the development and implementation of university-wide efforts to enhance the social sciences, and for providing a social sciences perspective on Cornell policies and priorities.

Dr. Harris has research interests in social stratification, race and ethnicity, social identity, and other areas of public policy. His work has applied theories from sociology, economics, and psychology to empirical studies of racial and ethnic disparities in socioeconomic status, the fluidity of race, and racial and nonracial determinants of residential mobility. In addition to publications in academic journals, public policy outlets, and major national newspapers, he is editor of *The Colors of Poverty: Why Racial and Ethnic Disparities Persist* (Russell Sage Foundation 2008) and lead author of *Eliminating Racial Disparities in College Completion and Achievement: Current Initiatives, New Ideas, and Assessment* (Teagle Foundation 2006).



Naomi Goldstein (Ph.D., Public Policy, Harvard University) is Director of the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF) at the Department of Health and Human Services. She is responsible for advising the Assistant Secretary for Children and Families on increasing the effectiveness and efficiency of ACF programs.

Prior to her appointment as Director of OPRE in November 2004, Ms. Goldstein served as Director of the Division of Child and Family Development in OPRE. Previously she directed the United States Postal Service Commission on A Safe and Secure Workplace, an independent commission that examined workplace violence affecting the Postal Service and the nation. She served as Project Manager for the Urban Institute's Assessing the New Federalism project, and as Executive Officer in the Office of the Assistant Secretary for Planning and Evaluation at HHS. Earlier in her career, she served in the Massachusetts state government and developed infant mortality prevention programs at Brigham and Women's Hospital in Boston.

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